

2019 General & Special Education Conference-Seattle

PRE-K THROUGH 21 YEARS

A Professional Continuing Education Event

March 5, 6 & 7, 2019
Tuesday, Wednesday & Thursday



Western Washington University
College Credits (graduate level)

19.5 OSPI Clock Hours (CECHs)

Professional CE Hours:



Seattle, Washington

CHOOSE FROM 30 INTENSIVE
FULL-DAY COURSES

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

- Trauma-Informed Approaches
- The SCERTS Model: A Comprehensive Educational Approach for Children with ASD
- Supporting Preschool Child Development
- Social-Emotional Learning
- Culturally Responsive Classroom Practice
- iPad Boot Camp
- Creating Assistive Technology Solutions
- Practical Management of Tough Kids
- Crisis Management
- Growth Mindsets and Student Achievement
- Learning Disabilities & Executive Function
- Mathematics... And MUCH more



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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.

DAY ONE: TUESDAY MARCH 5, 2019**Autism & Dev. Disorders 8 months - Adulthood**

Course #1 – The SCERTS Model: A Comprehensive Educational Approach for Children with Autism Spectrum Disorders and Related Developmental Disabilities-Part 1 by Barry M. Prizant, PhD, CCC-SLP, Providence, RI (Day 1) (pg 9)

Trauma-Informed Approaches K - 10th Grade

Course #2 – The Integration of Trauma-Informed Approaches and Positive Behavioral Interventions and Supports within a Multi-Tiered System of Supports Framework-Part 1 by Lynne DeSousa, MS, School Psychologist, Denver, CO (Day 1) (pg 10)

Student Motivation & Achievement K - 21 years

Course #3 – Use the Power of Mindsets to Transform Behavior and Teaching by MaryAnn Brittingham, MS, Family and Child Counseling, Pine Bush, NY (pg 11)

iPad Boot Camp PreK - 21 years

Course #4 – iPad Boot Camp: Awesome New iPad Apps, Adaptations and Accessories-Part 1 by Therese Willkomm, PhD, ATP, Durham, NH (Day 1) (pg 12)

Reducing Behavior Issues & Anxiety Birth - 8th Grade

Course #5 – Combining Sensory and Mindfulness Strategies to Reduce Behavior Issues and Anxiety-Part 1 by Bek Miremis, OTR/L, Seattle, WA (Day 1) (pg 13)

Math Using Kagan Structures 6th Grade - 21 years

Course #6 – Secondary Math: Using Kagan Structures to Boost Engagement and Learning by Rob Jutras, BS, Kagan Professional Development, San Clemente, CA (pg 14)

Promoting Executive Functions PreK - 21 years

Course #7 – Promoting and Coaching Executive Functioning in the Classroom-Part 1 by Shannon Kuschel, MS, LPC, PCET, National Institute for Learning Development, Suffolk, VA (Day 1) (pg 15)

Visual Learners 3 years - 10th Grade

Course #8 – Inclusive Classrooms for Visual Learners by Alyse Rostamizadeh, MEd, Educational Consultant, Tualatin, OR (pg 16)

Dyslexia K - 21 years

Course #9 – Dyslexia: What It Is, What It Is Not and How to Help by Kelli Sandman-Hurley, EdD and Tracy Block-Zaretsky, BA, Dyslexia Training Institute, San Diego, CA (pg 17)

Multi-tiered System of Support K - 21 years

Course #10 – Instructional Considerations for Implementing MTSS: Improving the Performance of Students Who Are At Risk for Academic Failure by Marcy Stein, PhD, University of Washington Tacoma and William Rasplica, MS, Consultant (pg 18)

DAY TWO: WEDNESDAY MARCH 6, 2019**Autism & Dev. Disorders 8 months - Adulthood**

Course #11 – The SCERTS Model: A Comprehensive Educational Approach for Children with Autism Spectrum Disorders and Related Developmental Disabilities-Part 2 by Barry M. Prizant, PhD, CCC-SLP, Providence, RI (Day 2) (pg 19)

Trauma-Informed Approaches K - 10th Grade

Course #12 – The Integration of Trauma-Informed Approaches and Positive Behavioral Interventions and Supports within a Multi-Tiered System of Supports Framework-Part 2 by Lynne DeSousa, MS, School Psychologist, Denver, CO (Day 2) (pg 20)

Crisis Management 2nd Grade - 21 years

Course #13 – 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 21)

iPad Boot Camp PreK - 21 years

Course #14 – iPad Boot Camp: Awesome New iPad Apps, Adaptations and Accessories-Part 2 by Therese Willkomm, PhD, ATP, Durham, NH (Day 2) (pg 22)

Reducing Behavior Issues & Anxiety Birth- 8th Grade

Course #15 – Combining Sensory and Mindfulness Strategies to Reduce Behavior Issues and Anxiety-Part 2 by Bek Miremis, OTR/L, Seattle, WA (Day 2) (pg 23)

Social Skills 4th - 6th Grades

Course #16 – Practical Strategies for Implementing Social Skills in the Classroom and in Therapy by Felice Clark, MA, CCC-SLP, Roseville, CA (pg 24)

Promoting Executive Functions PreK - 21 years

Course #17 – Promoting and Coaching Executive Functioning in the Classroom-Part 2 by Shannon Kuschel, MS, LPC, PCET, National Institute for Learning Development, Suffolk, VA (Day 2) (pg 25)

Emotional and Behavioral Disorders K - 7th Grade

Course #18 – Practical Management of Tough Kids: An Evidence-Based Approach by William Jenson, PhD, Educational & Child Psychologist, University of Utah (pg 26)

Neuromotor Skills & Adaptive PE Birth - 6th Grade

Course #19 – Identification and Remediation of Neurodevelopmental Disorders Including Autism by Torey Gilbertson, DPT, Anna Fragomeni, DPT, & Shawn Israel, DPT, University of Washington, Seattle, WA (pg 27)

Vocabulary Development 2nd Grade - 21 years

Course #20 – Word Smarts! Building Student Vocabulary through Morphology by William Van Cleave, MA, Educational Consultant, Louisville, KY (pg 28)

DAY THREE: THURSDAY MARCH 7, 2019

Autism & Self-Injurious Behaviors All Ages

Course #21 – Behavioral Assessment and Treatment of Students that Exhibit Self-Injurious Behavior and Related Disorders by Timothy Vollmer, PhD, BCBA, Gainesville, FL (pg 29)

Trauma-Informed Approaches K- 10th Grade

Course #22 – The Integration of Trauma-Informed Approaches and Positive Behavioral Interventions and Supports within a Multi-Tiered System of Supports Framework-Part 3 by Lynne DeSousa, MS, School Psychologist, Denver, CO (Day 3) (pg 30)

Preschool Child Development 3 years- K

Course #23 – Science to Practice: Understanding and Supporting Preschool Child Development in Literacy, Mathematics, and Social-Emotional Learning by Kristen Missall, PhD, University of WA (pg 31)

Assistive Technology Solutions Birth - Adulthood

Course #24 – Creating Assistive Technology Solutions in Minutes by Therese Willkomm, PhD, ATP, Durham, NH (pg 32)

Functional Writing Skills 2nd Grade- 21 years

Course #25 – From Words to Works! Developing Foundational Writing Skills in Students of All Ages by William Van Cleave, MA, Educational Consultant, Louisville, KY, (pg 33)

Make and Take Therapy Ideas for SLPs K- 6th Grade

Course #26 – Make and Take: Hands-on Therapy Ideas that Speech Pathologists Can Use Tomorrow by Felice Clark, MA, CCC-SLP, Roseville, CA (pg 34)

Neuroscience & Education PreK- 21 years

Course #27 – Mind the Gap! Neuroscience & Education by Shannon Kuschel, MS, LPC, PCET, National Institute for Learning Development, Suffolk, VA (pg 35)

Emotional and Behavioral Disorders K- 7th Grade

Course #28 – Advanced Tough Kid Behavior Management Techniques, Reductive Techniques, Social Skills, On-Task in a Box and the Electronic Homenote by William Jenson, PhD, Educational & Child Psychologist, University of Utah (pg 36)

Critical Math Tools K- 6th Grade

Course #29 – Critical Math Tools Every Classroom Needs To Have and Use Today! by Kim Sutton, MA, Creative Mathematics, Arcata, CA (pg 37)

Culturally Responsive Teaching All Grade Levels

Course #30 – Culturally Responsive Teaching: Closing the Opportunity Gap by Caprice D. Hollins, PsyD, Clinical Psychologist, Cultures Connecting, Renton, WA (pg 38)

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



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 to become successful in both the general education and the special education classroom. MaryAnn presented at the 2018 conference in Seattle and attendees requested that she return to teach additional courses this year. Disclosures: Financial - MaryAnn receives teaching and speaking fees from her company, Brittingham Personal Development Seminars. There are no nonfinancial relationships to disclose. *Maryann's full course descriptions are on pages 11 and 21.*



Tracy Block-Zaretsky, BA, is the co-founder of the Dyslexia Training Institute. She has provided remediation for children and adults with dyslexia for the past 20 years and has developed and taught workplace and family literacy programs.

She is a certified Special Education advocate assisting parents and children through the Individual Education Plan (IEP) and 504 Plan process. She is a past President of the San Diego Branch of the International Dyslexia Association. Tracy has training in Structured Word Inquiry, the Orton-Gillingham approach, Lindamood-Bell programs, Read Naturally and a variety of reading and writing assessments. She co-created and produced, *Dyslexia for a Day: A Simulation of Dyslexia*. Disclosures: Financial - Tracy receives teaching and speaking fees from the Dyslexia Training Institute. There are no nonfinancial relationships to disclose. *Tracy's full course description is on page 17.*



Felice Clark, MS, CCC-SLP, has been working as a school-based speech pathologist since January 2007. She is the owner and author of the website, *The Dabbling Speechie*. Felice has experience working with preschool to high school aged students. She specializes in working with students that have articulation, language and social pragmatic disorders in the elementary and middle school settings. Felice has a passion for sharing practical therapy ideas, strategies and resources that align with the current research and engage students in their learning. Disclosures: Financial - Felice is employed as a speech pathologist by the Twin Rivers Unified School District. She also receives speaking and consulting fees and is the owner of *The Dabbling Speechie*, an online provider of therapy materials and a therapy blog. There are no nonfinancial relationships to disclose. *Felice's full course descriptions are on pages 24 & 34.*



Lynne DeSousa, MS, is a Multi-Tiered System of Supports (MTSS) Specialist and the Positive Behavioral Interventions and Supports (PBIS) Statewide Coordinator for the Colorado Department of Education. In more than 24 years in education, she has served as a CDE regional TA provider, a district-level PBIS coordinator, a school-based PBIS Facilitator, a school psychologist and a counselor. Paramount to these experiences has been providing guidance on the alignment and integration of behavioral and mental health strategies into a layered continuum of evidence-based practices that matches supports to student need. Lynne has an MS in School Psychology from California State University, Fresno. Disclosures: Financial- Lynne is employed by the Colorado Department of Education, and she receives speaker/consultation fees. There are no nonfinancial relationships to disclose. *Lynne DeSousa's full course descriptions are on pages 10, 20 & 30.*



Anna Fragomeni PT, DPT, PCS, is a board certified pediatric physical therapist who has 20 years of experience working with children in acute care (including neonatal and pediatric intensive care units), hospital-based outpatient clinics, inclusive early intervention, preschool & kindergarten programs, and an infant development follow-up clinic. She is currently a physical therapist at the University of Washington's Experimental Education Unit and Medical Center neonatal intensive care unit. Anna is also an instructor in the physical therapy program at the University of Washington assisting in pediatric and pathophysiology courses. She is passionate about promoting inclusive education, PT service delivery in inclusive settings, and evaluating and working with infants, children and their families/caregivers at risk for neurodevelopmental differences. Her current teaching interests include increasing awareness of the physical therapist's role in evaluating and treating children with Autism Spectrum Disorder and infants at risk for developmental differences. Anna received a DPT from Shenandoah University in Virginia and a BS in PT from Ohio University. Disclosures: Financial- Dr. Fragomeni is employed by the University of Washington. There are no nonfinancial relationships to disclose. *Dr. Fragomeni's full course description is on page 27.*



Torey Gilbertson, PT, PhD, DPT, PCS, is a board certified specialist in pediatric physical therapy with 15 years of experience working in both clinical and school district settings working with children from pre-K through high school. His primary clinical interests have been working with children with movement disorders such as cerebral palsy (CP) and helping children acquire and utilize appropriate positioning and mobility equipment. Torey received his PhD in Rehabilitation Science at the University of Washington and his DPT from Pacific University in Oregon. He studied the use of a NeuroGame Therapy device using virtual reality to aid children with CP learn to isolate muscles in affected arms for functional skills. In another study with children with CP, NeuroGame Therapy was used to target muscles in both legs to help with lifting feet during walking to reduce falls. He is currently a lecturer in the division of Physical Therapy at the University of Washington co-instructing the Pediatric Physical Therapy course and teaching several other courses in the rehabilitation curriculum including anatomy and the kinesiology lab. Disclosures: Financial- Dr. Gilbertson is employed by the University of Washington. There are no nonfinancial relationships to disclose. *Dr. Gilbertson's full course description is on page 27.*



Caprice D. Hollins, PsyD is co-founder of Cultures Connecting, where she provides culturally relevant professional development and consulting services to organizations seeking to increase their awareness, knowledge and skills in effectively working across cultures. She received a BA degree in psychology from Seattle University and MA and PsyD degrees in clinical psychology with an emphasis in multicultural and community psychology from the California School of Professional Psychology-LA. She has over 20 years of experience studying and working with ethnically diverse populations. Her experience includes opening and directing the Department of Equity & Race Relations for Seattle Public Schools where she provided leadership around equity and cultural competence in an effort to dismantle institutional racism. Disclosures: Financial- Dr. Hollins receives speaker and consulting fees and has intellectual property rights to materials published by her firm. There are no non-financial disclosures. *Dr. Hollins' full course description is on page 38.*



Shawn Israel, PT, DPT, has been a physical therapist for the past 10 years, working with children for the past 8 years in a hospital-based outpatient clinic, inclusive birth-three and preschool programs, and outpatient private practice. She is passionate about promoting inclusion in the community for children with disabilities, increasing early mobility through the use of assistive technology, developing fitness-related programs for children with and without disabilities, working collaboratively with families and other professionals (educators, healthcare providers), figuring out creative solutions to work child/family goals into daily routines, and creating inclusive & accessible park spaces. Shawn is currently a physical therapist instructor in the Division of Physical Therapy at the University of Washington, co-instructing the Pediatric Physical Therapy course, teaching a pediatric physical therapy elective focused on promoting health & wellness across the lifespan in children with disabilities, and assisting in applied neuroscience and pathophysiology courses. Her teaching interests include course development, inclusion of evidence-based teaching strategies, and using active learning and variable teaching styles to best meet the needs of each individual learner. Disclosures: Financial- Dr. Isreal is employed by the University of Washington. There are no nonfinancial relationships to disclose. *Dr. Isreal's full course description is on page 27.*



William R. Jensen, PhD, cofounded the Pingree Autism Center for Learning with Mrs. Carmen Pingree in 1978. After directing the Children's Behavior Therapy Unit for eight years, Dr. Jensen joined the School Psychology Program in the Educational Psychology Department at the University of Utah in 1983. Dr. Jensen is currently a Professor in the Department of Educational Psychology and was Department Chair for 10 years. His research interests include autism, externalizing behavior disorders, the management of noncompliance and aggression, practical classroom behavior management, educational technology, behavioral assessment, academic interventions, and parent training. Dr. Jensen has published over 170 research articles, chapters, and books including the *Tough Kid On-Task in a Box Program*, *Functional Behavior Assessment of Absenteeism and Truancy*, *Functional Behavior Assessment of Bullying*, *Superheroes Social Skills Training Program*, *Tough Kid Book*, *Tough Kid Tool Box: A Resource Book*, *Tough Kid New Teacher Survival Kit*, *Tough Kid Parent Training Book: Why Me?*, *Tough Kid Principal's Briefcase*, *Applied Behavior Analysis in Teaching*, *Understanding Childhood Behavior Disorders*, *Teaching Behaviorally Disordered Students: Preferred Practices*, *Best Practices: Behavioral and Educational Strategies for Teachers*, *Homework Partners Series*, and *School Based Interventions for Students with Behavior Problems*, and classroom computer products including *Get'm On Task* program. In 2015, Dr. Jensen won the University of Utah's Distinguished Innovation and Impact Award for his research in interventions and treatments for children both nationally and internationally. Disclosures: Financial- Dr. Jensen is employed by the University of Utah and he receives royalties from Pacific Northwest Publishing. There are no nonfinancial relationships to disclose. *Dr. Jensen's full course descriptions are on page 26 & 36.*



Rob Jutras, BS, has ten years of experience as a classroom teacher, consultant and instructional coach. He has been a classroom teacher at the elementary, middle and high school levels. He received his BS Degree in Education with a concentration in mathematics from Rhode Island College in 1997. He has been a Certified National Trainer for Kagan Professional Development for over 13 years. He is passionate about sharing teaching strategies that he has found to have a profoundly positive effect on student learning by increasing student engagement. Rob has provided professional development courses in the United States for over 270 districts in 44 states and in Canada, France, Germany and Singapore. Disclosures: Financial- Rob receives speaker fees for his presentations from Kagan Professional Development. There are no non-financial disclosures. *Rob's full course description is on page 14.*



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 twenty 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

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populations, 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 for Learning Development. There are no nonfinancial relationships to disclose. *Shannon Kuschel's full course description is on pages 15, 25 & 35.*



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 13 & 23.*



Kristen Missall, PhD, is an associate professor of education at the University of Washington. She is focused on understanding and supporting the development of children and her research centers on child growth and development from 3 to 8 years of age. This focus is a direct outgrowth of her professional experiences working as a school psychologist in early childhood and elementary settings coupled with balanced training in school psychology and special education. Three specific areas encapsulate most of her research to date: early academic and social development, data-based decision making (Rtl and MTSS), and school readiness/transition to school. She has a strong interest in the early language, literacy, math, and social skill development of preschoolers that is driven largely by her desire for children to have healthy and positive school-based experiences. Accordingly, several of her recent projects have been aligned with longitudinal and cross-age perspectives related directly to aligning state policies and accordingly, assessment and intervention models, for children pre-kindergarten through grade 6. Currently she serves as Associate Editor of the *Journal of Early Intervention*, and on the Editorial Boards of the *Journal of Early Intervention* and the *Journal of School Psychology*. Dr. Missall received her PhD in School Psychology from the University of Minnesota. Disclosures: Financial- Dr. Missall is employed by the University of Washington and she receives speaker fees. Nonfinancial- She is the Associate Editor of the *Journal of Early Intervention*, and on the Editorial Boards of the *Journal of Early Intervention* and the *Journal of School Psychology*. *Dr. Missall's full course description is on page 31.*



Barry Prizant, PhD, CCC-SLP, is recognized as one of the leading scholars in autism spectrum disorders and communication disabilities, with more than 40 years experience as a researcher and international consultant for individuals with autism and related disabilities. He is a certified Speech-Language Pathologist, an adjunct professor at Brown University, and Director of Childhood Communication Services, a private practice. Formerly, he was a professor of communication disorders at Emerson College and associate professor of psychiatry in the Brown University Medical School. Publications include four books, 130 chapters and articles and The SCERTS Model manuals, an educational approach now being implemented in more than a dozen countries. Barry has presented more than 800 seminars and keynote addresses internationally, and has developed, and for 20 years, has co-facilitated an annual retreat weekend for parents of family members on the autism spectrum. He was an invited featured speaker for World Autism Awareness Day at the United Nations in 2013 and 2017. Barry has received many honors including the 2014 Honors of the American Speech-Language-Hearing Association (ASHA's highest honor), 2005 Princeton University-Eden Career Award in autism, and the 2013 Divine Neurotypical Award of GRASP (Global Regional Asperger Syndrome Partnership). His new book is *Uniquely Human: A Different Way of Seeing Autism* (Simon & Schuster, 2015), and he is the recipient of the 2017 "Dr. Temple Grandin Award for the Outstanding Literary Work of the Year" by the Autism Society of America. Disclosures: Financial- Dr. Prizant receives speaking and teaching fees and royalties from his publications from Brookes Publishing, Inc. There are no nonfinancial relationships to disclose. *Dr. Prizant's full course descriptions is on pages 9 and 19.*



Bill Rasplica, MS, is the former executive director of learning support services for the Franklin Pierce Schools in Tacoma, WA where he was responsible for program accountability and development in the areas of special education, Title 1, Learning Assistance Program, and English Language Learners, and Section 504. Bill has extensive experience in district-wide (K-12) and school-based implementation of MTSS, including the areas of universal screening, multi-level prevention systems, progress monitoring, and data-based decision making. Bill is the recipient of the 2018 WASA/PEMCO Robert J. Handy Award for Outstanding Administrator. Disclosures: Financial-Bill receives consultation and speaking fees. There are no nonfinancial relationships to disclose. *Bill's full course description is on page 18.*



Alyse Rostamizadeh, MEd, is an elementary school teacher, author and educational consultant, known for her inclusive practices that build learning communities where children thrive. She whole-heartedly believes that all children can learn, and it is the educator's responsibility to provide learning opportunities that meet each learner's unique needs. During her time in a Title I school, she received the Rotary's Teacher of the Year for her implementation of Viconic Language Methods™ in the classroom, which allowed marginalized learners to be a part of the classroom community. She is the co-author with Dr. Elyn Arwood of *Neuro-Viconic Education System: A Systemic Approach to Learning*. Alyse provides professional learning seminars across Washington and Oregon for both small and large groups about how to shift the educational paradigm to address a four-tier learning model (NsLLT) based on the neuroscience of the brain that moves beyond basic patterns and includes thinking and language. Whether working in the role of educator, author, speaker, or learning consultant, Alyse strives to help learners and educators understand the process of learning, identify the strengths of their own learning system, and utilize strategies that build upon those strengths to become a life-long learner. Disclosures: Financial- Alyse receives teaching and speaker fees from APRICOT, Inc. There are no nonfinancial relationships to disclose. *Alyse's full course description is on page 16.*



Kelli Sandman-Hurley, EdD, is an author and co-founder of the Dyslexia Training Institute. Dr. Sandman-Hurley is a certified special education advocate assisting parents and children through the Individual Education Plan (IEP) and 504 Plan process. She has training in mediation and also serves as an expert witness in the area of dyslexia. Kelli has studied Structured Word Inquiry, the Orton-Gillingham approach, Lindamood-Bell, RAVE-O and Read Naturally. She is a Past-President of the San Diego Branch of the International Dyslexia Association as well as a dyslexia consultant working with schools to improve services offered to students with dyslexia and training teachers. Kelli co-created and produced "Dyslexia for a Day: A Simulation of Dyslexia," and she is a frequent speaker at conferences. She is the author of the well-received book, *Dyslexia Advocate! How to Advocate for a Child with Dyslexia within the Public Education System*. She received her doctorate in literacy with a specialization in reading and dyslexia from San Diego State University and the University of San Diego. She is currently in her second year of a MA program in Linguistics and is finishing a book about dyslexia and spelling. Disclosures: Financial- Dr. Sandman-Hurley receives teaching and speaking fees from the Dyslexia Training Institute and she receives royalties from Jessica Kingsley Publishers. There are no nonfinancial relationships to disclose. *Kelli's full course description is on page 17.*



Mary Stein, PhD, is a professor at UW Tacoma where she is one of the founding faculty members of the School of Education. She has published extensively in the areas of both special education and general education on reading and mathematics instruction, curriculum analysis, and textbook adoption. She is an author of *Direct Instruction Mathematics*. In 2006, she received the UWT Distinguished Scholarship Award, and in 2015 she and her colleagues received the UWT Community Engagement Award. Dr. Stein has considerable experience consulting with teachers and administrators on improving the performance of students who are at risk for academic failure. She also has consulted with state departments of education throughout the country on how research findings can be used effectively to improve instructional practice, and with schools, districts, and states on the systematic evaluation of reading and mathematics curriculum materials. Disclosures: Financial- Dr. Stein is employed by the University of Washington and she receives royalties from Pearson Publishing and McGraw Hill Publishing for her publications. There are no nonfinancial relationships to disclose. *Dr. Stein's full course description is on page 18.*



Kim Sutton, MA, has taught thousands of teachers the joy and excitement of hands-on math. Kim's teaching experience includes over 25 years as a classroom teacher, a regional math specialist and as a university instructor. Kim has worked with over 600 districts nationally and internationally as a staff development consultant. Kim has a Master's degree in Mathematics Education and has been the keynote speaker for state and regional math conferences. Kim has produced many math games and tools and is the author of 16 titles. Disclosure: Financial– Kim is the owner of Creative Mathematics. She receives financial compensation from Creative Mathematics for her publications and teaching and speaking. There are no nonfinancial relationships to disclose. *Kim's full course description is on page 37.*



William Van Cleave, MA, is an internationally recognized consultant in structured literacy and the founder and president of W.V.C.ED, a company that provides professional development and effective teaching materials for instructors. He consults with districts and both private and public schools, providing trainings and workshops, curriculum development and alignment, and model teaching, particularly in the areas of written expression and vocabulary instruction. With his interactive, hands-on style, William has presented on effective teaching practices at conferences and schools both in the United States and abroad for over twenty years. Recent projects include consulting with three schools as part of a literacy grant in Montana; participating on the MTSS Writing Standards Committee for the State of Pennsylvania; implementing several Trainer of Trainers projects using his sentence structure approach; implementing a multi-year writing intensive for teachers in Franklin, TN; and writing a series of workbooks and a companion book on developing composition skills to complement his sentence approach. The author of three books, including *Writing Matters* and *Everything You Want To Know & Exactly Where to Find It*, as well as a number of educational tools and activities, William has served as a classroom teacher, tutor, and administrator at various points in his career. Disclosure: Financial– William is the owner of W.V.C.ED, an educational consulting company and publisher. There are no nonfinancial disclosures. *William's full course descriptions are on pages 28 & 33.*



Timothy Vollmer, PhD, BCBA, is a professor of psychology at the University of Florida. His primary area of research is applied behavior analysis, with emphases in autism, developmental disabilities, reinforcement schedules, and parenting. Dr. Vollmer has published over 150 articles and book chapters related to behavior analysis. He was the recipient of the 1996 B.F. Skinner New Researcher award from the American Psychological Association (APA). He received another APA award in August, 2004, for significant contributions to applied behavior analysis. He served as the editor-in-chief of the *Journal of Applied Behavior Analysis* from 2014-2016. Dr. Vollmer received his Ph.D. in psychology from the University of Florida in 1992. He has been on the psychology faculty at Louisiana State University on the faculty at the University of Pennsylvania Medical School. Disclosure: Financial–Dr. Vollmer is employed by the University of Florida. There are no nonfinancial relationships to disclose. *Dr. Vollmer's full course description is on page 29.*



Therese Willkomm, PhD, ATP, is currently the director of the New Hampshire statewide assistive technology program (ATinNH) with the Institute on Disability and a clinical associate professor at the University of New Hampshire. In addition, Dr. Willkomm is the coordinator of the graduate certificate in assistive technology program and the coordinator of the disability studies minor. Dr. Willkomm holds a PhD in rehabilitation science and technology. She has been engaged in providing and managing assistive technology services for over 28 years in the areas of home, school, and worksite modifications for persons with disabilities. She is known nationally and internationally as "The MacGyver of Assistive Technology" and for her work in rural rehabilitation technology. She has invented over 600 different Assistive Technology solutions including 50 different iPad solutions for people with disabilities. Dr. Willkomm has presented in 38 states, five foreign countries, and three U.S. territories and authored 22 publications including her most recent book titled *Make A Difference Today – Assistive Technology Solutions in Minutes*. Disclosure: Financial– Dr. Willkomm is employed by the University of New Hampshire and she receives speaking fees. Non-financial: Dr. Willkomm's books are sold by the University of New Hampshire Institute on Disability. All proceeds are used to fund assistive technology devices with the New Hampshire state wide assistive technology program at the University of New Hampshire's Institute on Disability. *Dr. Willkomm's full course descriptions are on pages 12, 22 & 32.*



COURSE #1 TUESDAY - MARCH 5, 2019 PART ONE

The SCERTS Model: A Comprehensive Educational Approach for Children with Autism Spectrum Disorders and Related Developmental Disabilities
by Barry M. Prizant, PhD, CCC-SLP, Providence, RI

DAY 1



Target Audience: Special Education Teachers, General Education Teachers, Resource Room Teachers, Speech-Language Pathologists, School Psychologists, Behavior Specialists, Autism Specialists, Occupational Therapists, Principals/Administrators, Social Workers, Instructional Assistants, Paraprofessionals, and other professionals working with students with ASD or pervasive developmental disabilities

Target Age Range: The curriculum itself is relevant for children who fall developmentally between 8 months and 10 years of age. Course content would be applicable for individuals who continue to have developmental disabilities through high school and into adulthood.

Course Description: This two-day course will provide an introduction to The SCERTS Model, a comprehensive evidence-based framework for prioritizing goals and implementing practices that focus on the core challenges in Autism Spectrum Disorders: Social Communication (SC), Emotional Regulation (ER), and providing Transactional Supports (TS) for children with ASD, and related social-communicative disabilities. The SCERTS model is a flexible and individualized approach that is 1) grounded within a developmental framework, 2) focused on learning functional skills in everyday activities, 3) based on the unique learning style of persons with ASD, and 4) team-based, allowing for interdisciplinary practice and collaboration with family members. It is not an exclusive approach in that it provides a framework in which practices from other

approaches may be integrated. The SCERTS Model is now being implemented in more than 12 countries in programs ranging from early intervention, school-age services and adult services.

In this course, assessment and intervention issues will be addressed for children with a wide range of developmental abilities and ages, including preverbal and verbal individuals, from preschool through elementary, middle, high school ages and adult services. Particular emphasis will be given to the core challenges faced by students with ASD and related abilities by emphasizing the interface between social, emotional and communication issues from a clinical and educational perspective.

See page 19 for information about day 2 of this 2-day course.

Course Objectives – participants will be able to:

Identify five critical developmental underpinnings for the domains of the SCERTS model and the curriculum components of the model

Identify three aspects of the research foundations
Identify three aspects of the SCERTS model's core values and guiding principles.

Adequately describe the SCERTS domains, focusing on social communication, emotional regulation and transactional supports

Identify two characteristics of the SCERTS assessment process

Identify two guidelines for linking assessment findings to intervention goals in the SCERTS model

Course #1 Schedule Tuesday, March 5, 2019

8:00-10:00	The SCERTS Model – An overview of the SC, ER & TS components of the model	1:00-2:45	Brief overview of the SCERTS assessment process (SAP)
10:00-10:15	Break	2:45-3:00	Break
10:15-12:00	Research foundation and SCERTS model core values and guiding principles	3:00-4:00	Guidelines for linking assessment findings to intervention goals
12:00-1:00	Lunch – On your own	4:00	Complete program evaluations



COURSE #2 TUESDAY - MARCH 5, 2019 PART ONE
The Integration of Trauma-Informed Approaches and Positive Behavioral Interventions & Supports within a Multi-Tiered System of Supports Framework
by Lynne DeSousa, MS, School Psychologist, Denver, CO

DAY 1

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



Target Age Range: Kindergarten through 10th grade

Course Description: It is estimated that approximately 25% of students will experience trauma or toxic stress before the age of 18. This realization in recent years has led to an increased sense of urgency from educators to investigate ways to provide supports that match this growing need. Many are turning to the treatment framework known as Trauma-Informed Care (TIC). The focus of Trauma Informed Care is in the recognition, understanding, and responsiveness to trauma with explicit efforts made in restoring emotional safety, building healthy relationships and creating positive opportunities where students can practice self-regulation strategies and prosocial skills. Because TIC did not originate within the educational context, the need to anchor it within evidence-based practices and effective implementation within Positive Behavioral Interventions and Supports (PBIS) should be of high priority. Therefore, as districts and schools are investing in retooling staff and reallocating resources to incorporate trauma informed approaches

into their environments, aligning it with PBIS principles and making explicit connections provides the ingredients for effective and efficient implementation and sustained efforts that supports all students. This course is intended to create connections for participants in the key principals of Positive Behavioral Interventions and Supports (PBIS) and Trauma-Informed Care (TIC). The purpose is to identify the critical features of both, expose the ways they overlap and complement one another, and provide practical strategies so that practitioners feel confident in utilizing this information as they build systems that support student success at every tier of a layered continuum of supports. This training is intended for participants who have varying degrees of understanding of PBIS and a general knowledge of trauma and its impact. Self-care and functional behavioral assessment will also be addressed. *See pages 20 and 30 for information about days 2 & 3 of this 3-day course.*

Course Objectives – participants will be able to:

- Adequately describe trauma and toxic stress
- Describe how trauma impacts staff and students in the learning environment
- Adequately describe the critical features of PBIS

- Adequately explain how to meet the needs of students using PBIS within the Multi-tiered System of Supports (MTSS) framework
- Define *trauma-sensitive schools*
- Identify the critical features of PBIS and how those features align with Trauma Informed Approaches

Course #2 Schedule Tuesday, March 5, 2019

8:00- 9:00	Course overview and warm-up activity	12:00-1:00	Lunch – On your own
9:00- 10:00	Prevalence of trauma and its impact on development	1:00-2:00	Critical features of PBIS within a Multi-tiered System of Supports (MTSS)
10:00-10:15	Break	2:00-2:45	“Trauma-sensitive schools”
10:15-11:00	How trauma history impacts adults and students	2:45-3:00	Break
11:00- 12:00	Responding to the needs of all students using Positive Behavioral Interventions and Supports (PBIS)	3:00-4:00	Alignment between critical features of PBIS and Trauma Informed Approaches
		4:00	Complete program evaluations



COURSE #3 TUESDAY - MARCH 5, 2019

Use the Power of Mindsets to Transform Behavior and Teaching

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, Physical Therapists, ELL Teachers, Math Teachers, Support Staff, Instructional Assistants, and Paraprofessionals

Target Age Range: Kindergarten through 21 years

Course Description: Mindsets, emotions and self-talk can help or hurt us. This course will leave you with the desire to transform the lives of your unreachable students, reigniting your passion for teaching. You will learn practical strategies that can be used immediately within your classroom to help your students move from a fixed mindset to a growth mindset. We will cover ways to teach students how to increase their academic success using growth mindset skills and strategies, and quickly become aware of their own negative self-defeating attitudes that get in the way of learning and controlling their emotions. We will also

discuss how to change the meaning of failure and teach students that struggling is a part of learning. The course is designed to help individuals and school teams improve their students' academic performance by developing the knowledge, skills, and strategies necessary to change fixed mindsets. It will explore how to reach students and nurture motivation, self-discipline, hope and resilience. By making connections between relationships, motivation, resilience, and student achievement, educators will be prepared to design and implement strategies that help to create a positive classroom and school climate.

Course Objectives – participants will be able to:

- Adequately demonstrate how to identify mindsets
- Describe techniques to empower students' and teachers' learning by teaching brain functions
- Describe three key ways mindsets are developed
- Demonstrate strategies to decrease the fear of mistakes and increase student participation

- Demonstrate strategies designed to convert stresses to challenges and to promote positive emotional climate
- Demonstrate positive mindset strategies to promote learning goals and resilience

Course #3 Schedule Tuesday, March 5, 2019

8:00-9:00	Becoming aware of judgmental tendencies	1:00-2:00	Constructive criticism...Is there such a thing?
9:00-10:00	Evaluate your mindset	2:00-2:45	Notice and talk back to your self-talk
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	Why your mindset matters and what happens in the brain	3:00-4:00	Methods to bring growth mindsets in your classroom daily
11:00-12:00	Mistakes, failure and praise	4:00	Complete program evaluations
12:00-1:00	Lunch – On your own		



COURSE #4 TUESDAY - MARCH 5, 2019 PART ONE

iPad Boot Camp: Awesome New iPad Apps, Adaptations and Accessories

by Therese Willkomm, PhD, ATP, Durham, NH

DAY 1

Target Audience: Special Education Teachers, Resource Room Teachers, Deaf & Hard of Hearing Teachers, Physical Therapists and Assistants, Occupational Therapists & Assistants, Speech-Language Pathologists & Assistants, Assistive Technology Specialists, Case Managers, Administrators/Principals, Autism Specialists, School Counselors, School Psychologists, Reading Specialists, Instructional Assistants and Paraprofessionals



Target Age Range: Pre-kindergarten through 21 years

Course Description: While Chrome books are being used by students for learning, the iPad continues to be the most effective tool for teaching and learning for students who experience significant disabilities. Discover what is new in the world of awesome apps, adaptations and accessories. This course will discuss and demonstrate the top 50 apps to support students who experience various functional limitations; 20 new accessories and adaptations; new accessibility features of the latest IOS operating system; 101 ways to use video to support physical, sensory, communication and intellectual disabilities; what is new in accessibility features; hands-on fabrication of a key guard for an iPad – for communication access; hands-on fabrication of an adaptive stylus for the iPad using Instamorph, PVC, Microfiber Mesh, and Universal Cuff; hands-on fabrication of a tactile graphic overlay for vision

impairments using Remo 1, foamies and transparency film; hands-on fabrication of a multi use iPad holder for hand free access; hands-on fabrication of a vertical iPad holder; creating switch access receipt to work with a drone and web based interfaces such as YouTube and PBS Kids.org; hands on exploration of new switch interfaces for the iPad; new iPad adaptations to support users who experience physical, sensory, or communication impairments; overview of new amazing apps for vision, hearing, communication, learning and intellectual impairments; app feature mapping – how to select an appropriate app; apps and adaptations for students who experience limitation in reading and writing; apps for reminding, finding and prompting for individuals who experience executive function impairments. **What to bring: Participants should bring their iPads to this course.**

See page 22 for information about day 2 of this 2-day course.

Course Objectives – participants will be able to:

Identify at least 10 different built in features on an iPad to support students who experience various disabilities

Identify at least five resources for finding appropriate apps for specific functional limitations

Describe how to use the SETT framework when electing an appropriate app

Describe five different ways to access the iPad for physical limitations

Build a multiuse iPad holder

Build a scan and read station to support an iPad for students who experience print disabilities

Fabricate a tactile overlay for GarageBand for vision impairments

Build an adaptive stylus for someone who is unable to hold a stylus

Course #4 Schedule Tuesday, March 5, 2019

8:00-9:00	The awesome iPad and it's many features to support students with disabilities	12:00-1:00	Lunch - On your own
9:00-10:00	Resources for finding appropriate apps for specific functional limitations	1:00-2:00	Build a multi-use iPad holder
10:00-10:15	Break	2:00-2:45	Creating and using a scan and read station for the iPad for students with print disabilities
10:15-11:00	There is an app for that—feature mapping and finding appropriate apps	2:45-3:00	Break
11:00-12:00	Create access solutions for the iPad for vision impairments—tactile overlays	3:00-4:00	Creating access solutions for physical impairments
		4:00	Complete program evaluation



COURSE #5 TUESDAY - MARCH 5, 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 23 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 #5 Schedule Tuesday, March 5, 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
10:15-11:00	"Sensory kids" and expected developmental behavior	2:45-3:00	Break
11:00-12:00	Is it sensory or is it behavior?	3:00-4:00	Mindfulness and sensory strategies
		4:00	Complete program evaluations



COURSE #6 TUESDAY - MARCH 5, 2019

Secondary Math: Using Kagan Structures to Boost Engagement and Learning
by Rob Jutras, BS, Kagan Professional Development, San Clemente, CA

DAY 1

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

Target Age Range: 6th grade through 21 years

Course Description: You can be the best math teacher your students will ever have, without having to work harder. We will explore how to multiply mathematics mastery with Kagan Structures, activities, and ready-made worksheets. Your students will become more engaged, challenged, and excited about math. Learn the power of Kagan Structures for pre-algebra, algebra I, geometry, algebra II, trigonometry, and pre-calculus. Surpass the NCTM and Common Core

State Standards. Come away with the winning equation: High School Mathematics + Kagan Structures = Increased Engagement + Learning + Fun.

Participants will receive a Kagan workbook to be used as the training manual for this course.

Course Objectives – participants will be able to:

Describe three peer modeling and coaching strategies designed to improve student achievement in secondary math

and problem solving

Demonstrate four essential cooperative management strategies

Describe three examples of math activities that can be practiced in student pairs or in teams

Demonstrate three strategies to improve student interactions when teaching mathematical concepts, procedures

Demonstrate three teaching strategies designed to improve students' understanding of pre-algebra, algebra I-II, geometry, trigonometry and pre-calculus

Course #6 Schedule Tuesday, March 5, 2019

8:00-9:00	Housekeeping/classbuilding: Trading Cards	12:00-1:00	Lunch - On your own
9:00-10:00	Teambuilding: RoundRobin/Silly Sports & Goofy Games; Magic 11	1:00-2:00	Mix-N-Match
10:00-10:15	Break	2:00-2:45	Quiz-Quiz-Trade/Silly Sports & Goofy Games: Pair Balances
10:15-11:00	Rationale: Teacher ABC	2:45-3:00	Break
11:00-12:00	Sage-N-Scribe/Retention	3:00-4:00	Simultaneous RoundTable/Wrap
		4:00	Complete program evaluations



COURSE #7 TUESDAY - MARCH 5, 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 25 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 #7 Schedule Tuesday, March 5, 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 #8 TUESDAY - MARCH 5, 2019

Inclusive Classrooms for Visual Learners

by Alyse Rostamizadeh, MEd, Educational Consultant, Tualatin, OR

DAY 1

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, Reading Specialists, ELL Teachers, Deaf & Hard of Hearing Teachers, Behavior Specialists, Autism Specialists, Instructional Assistants and Paraprofessionals

Target Age Range: 3 years through 10th grade

Course Description: Learning is a socio-cognitive process and therefore inclusion in a learning community should be a primary goal of educators. All children can learn, but not all children make progress in a traditional classroom setting because their visual thinking does not match our auditory culture. This does not necessarily mean they have to be marginalized or excluded from a general classroom setting. The first step in creating an effective learning environment is understanding the process of learning. Many learners who struggle in a traditional classroom setting cannot effectively translate our auditory world into

their visual thinking system. Educators can use Viconic Language Methods™ to approach learning opportunities in a way that matches the visual thinking of these learners. In this course, participants will discuss how learning to think and be literate is a socio-cognitive process requiring other learners to assign meaning to what the learner says and does. Several Viconic Language Methods™ including visual content dictionaries, cartooning, using rich visual language will be showcased. These strategies are effective in helping address the social (behavior) and cognitive (content) aspects of learning to create an inclusive environment.

Course Objectives – participants will be able to:

- Draw the Neuro-Semantic Language Learning Theory
- Explain the difference between products and processes
- Describe the need for visual methods done in real time with learners
- Demonstrate the Viconic Language Method™ of cartooning

- Explain how pictures are a shared referent between the educator and the learner
- Demonstrate the Viconic Language Method™ of visual content dictionaries
- Describe how educators can assess learning based on the processes of Viconic Language Methods™

Course #8 Schedule Tuesday, March 5, 2019

8:00-9:00	Understanding learning as a socio-cognitive process using Arwood’s Neuro-Semantic Language Learning Theory	1:00-2:00	Case studies of inclusive learning (content)
9:00-10:00	Shifting from products to processes	2:00-2:45	Examples of visual learning methods (visual content dictionaries) and practice
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	Case studies of inclusive learning (behavior)	3:00-4:00	Assessing and refining learner thinking in pro-social ways
11:00-12:00	Examples of visual learning methods (cartooning) and practice	4:00	Complete program evaluations
12:00-1:00	Lunch - On your own		



COURSE #9 TUESDAY - MARCH 5, 2019

Dyslexia: What it is, What it is Not and How to Help

by Kelli Sandman-Hurley, EdD and Tracy Block-Zaretsky, BA, Dyslexia Training Institute

DAY 1

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

Target Age Range: Kindergarten through 21 years

Course Description: In this course, participants will experience a dyslexia simulation that will include experiencing difficulty with reading, writing and processing in conjunction with a discussion of the signs and symptoms of dyslexia. Participants will learn about many popular myths about dyslexia and their realities. Appropriate remediation for students with dyslexia will be described, and participants will have the opportunity to practice those strategies. Current accommodations available to children and adults with dyslexia will be discussed. Additionally, participants will be provided an overview of Structured

Word Inquiry (SWI) and how to begin to use SWI to provide remediation. SWI provides a logical process, based on linguistics, for analyzing and developing an understanding of the underlying structure of the spelling of English words. Developing true understanding of spellings will assist students with reading and spelling. SWI is instruction that assists all students, those with or without dyslexia. Participants will learn how to support students through word investigations to understand the spelling of any English word so instructors no longer utter, "Well, English is just crazy, you will have to memorize that word."

Course Objectives – participants will be able to:

Correctly define dyslexia

Identify three appropriate accommodations for students with dyslexia

Demonstrate two appropriate interventions for dyslexia

Adequately describe the role of executive function in reading

Describe the underlying structure of English orthography and understand how that knowledge can improve instruction

Identify at least three myths about dyslexia and be able to dispel those myths

Course #9 Schedule Tuesday, March 5, 2019

8:00-9:00	Dyslexia simulation	1:00-2:00	Remediation description and practice
9:00-10:00	What is Dyslexia?	2:00-2:45	Remediation description and practice <i>continued</i>
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	What is Dyslexia? <i>continued</i>	3:00-4:00	The role of executive function
11:00-12:00	Accommodations	4:00	Complete program evaluations
12:00-1:00	Lunch – On your own		



COURSE #10 TUESDAY - MARCH 5, 2019
Instructional Considerations for Implementing MTSS: Improving the Performance of Students Who are At Risk for Academic Failure by Marcy Stein, PhD, University of Washington Tacoma and William Rasplca, MS, Education Consultant

DAY 1

Target Audience: Principals/Administrators, General Education Teachers, Special Education Teachers, Resource Room Teachers, Reading Specialists, School Psychologists, ELL Teachers, Behavior Specialists, Math Teachers, Private Tutors, Curriculum Specialists, Instructional Assistants and Paraprofessionals

Target Age Range: Kindergarten through 21 years

Course Description: Preventing academic failure as well as improving academic performance for students who are at risk for academic failure is the goal of an MTSS implementation. However, an effective Multi-tiered System of Support (MTSS) implementation is a complex endeavor that involves understanding how research findings in the areas of memory, metacognition, assessment, and instruction can be applied to what happens daily in schools and individual classrooms. Evidence suggests that struggling students require unambiguous and explicit instruction in order to succeed academically. Consequently, teachers need access to teaching materials

that offer clear instructional strategies and adhere to evidence-based principles of instructional design. At the same time, they need a carefully designed system for assessing their students to ensure that the students are making adequate progress. In this course, we will present an overview of the critical principles underlying MTSS and discuss in more detail how educators can apply those principles in evaluating their assessment systems, their instructional materials, as well as their non-curricular interventions for both literacy and math to ensure the academic success of their students.

Course Objectives – participants will be able to:

- Identify the essential components of an MTSS framework
- Identify the essential components of systematically designed instruction
- Identify effective screening practices
- Identify effective progress monitoring practices

- Identify criteria for evaluating the instructional practices found in published literacy curricula
- Identify criteria for evaluating the instructional practices found in published math curricula
- Identify non-curricular evidence-based practices commonly used to differentiate instruction within an MTSS framework

Course #10 Schedule Tuesday, March 5, 2019

8:00-9:00	Overview of MTSS	1:00-2:00	Curriculum considerations for tiered instruction: Literacy
9:00-10:00	Overview of Instructional Design Principles	2:00-2:45	Curriculum considerations for tiered instruction: Math
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	Assessment: Screening	3:00-4:00	Using evidence-based practices to differentiate instruction
11:00-12:00	Assessment: Progress monitoring	4:00	Complete program evaluations
12:00-1:00	Lunch – On your own		



COURSE #11 WEDNESDAY - MARCH 6, 2019 PART TWO

The SCERTS Model: A Comprehensive Educational Approach for Children with Autism Spectrum Disorders and Related Developmental Disabilities

by Barry M. Prizant, PhD, CCC-SLP, Providence, RI

DAY 2

Target Audience: Special Education Teachers, General Education Teachers, Resource Room Teachers, Speech-Language Pathologists, School Psychologists, Behavior Specialists, Autism Specialists, Occupational Therapists, Principals/Administrators, Social Workers, Instructional Assistants, Paraprofessionals, and other professionals working with students with ASD or pervasive developmental disabilities



Target Age Range: The curriculum itself is relevant for children who fall developmentally between 8 months and 10 years of age. Course content would be applicable for individuals who continue to have developmental disabilities through high school and into adulthood.

Course Description: This two-day course will provide an introduction to The SCERTS Model, a comprehensive evidence-based framework for prioritizing goals and implementing practices that focus on the core challenges in Autism Spectrum Disorders: Social Communication (SC), Emotional Regulation (ER), and providing Transactional Supports (TS) for children with ASD, and related social-communicative disabilities. The SCERTS model is a flexible and individualized approach that is 1) grounded within a developmental framework, 2) focused on learning functional skills in every day activities, 3) based on the unique learning style of persons with ASD, and 4) team-based, allowing for interdisciplinary practice and collaboration with family members. It is not an exclusive approach, in

that it provides a framework in which practices from other approaches may be integrated. The SCERTS Model is now being implemented in more than 12 countries in programs ranging from Early Intervention, school-age services and adult services. In this course, assessment and intervention issues will be addressed for children with a wide range of developmental abilities and ages, including preverbal and verbal individuals, from preschool through elementary, middle, high school ages and adult services. Particular emphasis will be given to the core challenges faced by students with ASD and related abilities by emphasizing the interface between social, emotional and communication issues from a clinical and educational perspective.

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

Course Objectives – participants will be able to:

Identify three practice principles of the SCERTS model

Identify examples of two social communication intervention goals for children at preverbal stages of communication and two social communication intervention goals for children at verbal stages of communication

Identify examples of two emotional regulation intervention goals for children at preverbal stages of communication and two emotional regulation intervention goals for children at verbal stages of communication

Identify examples of two transactional support intervention goals for children at preverbal stages of communication and two transactional support intervention goals for children at verbal stages of communication

Identify two examples of emotional support goals for parents

Identify two examples of educational support goals for parents

Course #11 Schedule Wednesday, March 6, 2019

8:00-9:00	The SCERTS model practice principles		at preverbal and verbal stages of communication in Transactional Supports - use of visual supports, positive behavioral, supports, inclusion challenges, issues & strategies
9:00-10:00	Developing individualized intervention goals and strategies for children at preverbal and verbal stages of preverbal, emerging language, language levels		
10:00-10:15	Break	12:00-1:00	Lunch – On your own
10:15-11:00	Developing individualized intervention goals and strategies for children at preverbal and verbal stages of communication in emotional regulation, interactional and environmental considerations	1:00-2:00	Goals and strategies- continued
		2:00-2:45	Approaches for supporting parents- providing educational and emotional support in all aspects of programming
		2:45-3:00	Break
11:00-12:00	Developing individualized intervention goals and strategies for children	3:00-4:00	Approaches- cont.; complete evaluations



COURSE #12 WEDNESDAY - MARCH 6, 2019 PART TWO
The Integration of Trauma-Informed Approaches and Positive Behavioral Interventions & Supports within a Multi-Tiered System of Supports Framework
by Lynne DeSousa, MS, School Psychologist, Denver, CO

DAY 2

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



Target Age Range: Kindergarten through 10th grade

Course Description: It is estimated that approximately 25% of students will experience trauma or toxic stress before the age of 18. This realization in recent years has led to an increased sense of urgency from educators to investigate ways to provide supports that match this growing need. Many are turning to the treatment framework known as Trauma-Informed Care (TIC). The focus of Trauma-Informed Care is in the recognition, understanding and responsiveness to trauma with explicit efforts made to restore emotional safety, build healthy relationships, and create positive opportunities where students can practice self-regulation strategies and prosocial skills. Because TIC did not originate within the educational context, the need to anchor it within evidence-based practices and effective implementation within Positive Behavioral Interventions and Supports (PBIS) is a high priority. Therefore, as districts and schools are investing in retooling staff and reallocating resources to incorporate trauma-informed approaches

into their environments, aligning it with PBIS principles and making explicit connections provides the ingredients for effective and efficient implementation and sustained efforts that supports all students. This course is intended to create connections for participants in the key principals of Positive Behavioral Interventions and Supports (PBIS) and Trauma-Informed Care (TIC). The purpose is to identify the critical features of both, expose the ways they overlap and complement one another, and provide practical strategies so that practitioners feel confident in utilizing this information as they build systems that support student success at every tier of a layered continuum of supports. This training is intended for participants who have varying degrees of understanding of PBIS and a general knowledge of trauma and its impact. Self-care and functional behavioral assessment will also be addressed. See pages 10 & 30 for information about days 1 & 3 of this 3-day course.

Course Objectives – participants will be able to:

Describe how to integrate trauma-informed approaches into existing school-wide behavior systems

Identify practical interventions, approaches and strategies for supporting students/staff at Tier1

Describe how to integrate trauma-informed approaches into existing classroom behavior systems

Identify practical interventions, approaches and strategies for supporting students/staff at Tier2

Demonstrate how to apply cognitive behavior theory when supporting students with trauma history

Identify three self-care strategies that can mitigate the effects of secondary trauma

Course #12 Schedule Wednesday, March 6, 2019

8:00-9:00	Day one content review and reflection	12:00-1:00	Lunch - On your own
9:00-10:00	Integrating trauma lens into existing behavioral systems school-wide and in the classroom	1:00-2:00	Evidence-based practices in supporting students with trauma history at tier 1 and tier 2
10:00-10:15	Break	2:00-2:45	Verbal and non-verbal de-escalation and emotional regulation skills
10:15-11:00	Integrating trauma lens into existing behavioral systems school-wide and in the classroom - <i>continued</i>	2:45-3:00	Break
11:00-12:00	Vulnerable decision points and neutralizing routines	3:00-4:00	Self-care activities
		4:00	Complete program evaluations



COURSE #13 WEDNESDAY - MARCH 6, 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 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, 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 though 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 their own lives and in the lives of their 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 #13 Schedule Wednesday, March 6, 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 #14 WEDNESDAY - MARCH 6, 2019 PART TWO
iPad Boot Camp: Awesome New iPad Apps, Adaptations and Accessories
by Therese Willkomm, PhD, ATP, Durham, NH

DAY 2

Target Audience: Special Education Teachers, Resource Room Teachers, Deaf & Hard of Hearing Teachers, Physical Therapists and Assistants, Occupational Therapists & Assistants, Speech-Language Pathologists & Assistants, Assistive Technology Specialists, Case Managers, Administrators/Principals, Autism Specialists, School Counselors, School Psychologists, Reading Specialists, Instructional Assistants and Paraprofessionals



Target Age Range: Pre-kindergarten through 21 years

Course Description: While Chrome books are being used by students for learning, the iPad continues to be the most effective tool for teaching and learning for students who experience significant disabilities. Discover what is new in the world of awesome apps, adaptations and accessories. This course will discuss and demonstrate the top 50 apps to support students who experience various functional limitations; 20 new accessories and adaptations; new accessibility features of the latest IOS operating system; 101 ways to use video to support physical, sensory, communication and intellectual disabilities; what is new in accessibility features; hands-on fabrication of a key guard for an iPad for communication access; hands-on fabrication of an adaptive stylus for the iPad using Instamorph, PVC, Microfiber Mesh, and Universal Cuff; hands-on fabrication of a tactile graphic overlay for vision impairments using Remo 1, foamies and transparency film; hands-on

fabrication of a multi use iPad holder for hands-free access; hands-on fabrication of a vertical iPad holder; creating switch access receipt to work with a drone and web based interfaces such as YouTube and PBS Kids.org; hands-on exploration of new switch interfaces for the iPad; new iPad adaptations to support users who experience physical, sensory, or communication impairments; overview of new amazing apps for vision, hearing, communication, learning and intellectual impairments; apps for feature mapping – how to select an appropriate app; apps and adaptations for students who experience limitation in reading and writing; apps for reminding, finding and prompting for individuals who experience executive function impairments.

What to bring:
Participants should bring their iPads to this course.

See page 12 for information about day 1 of this 2-day course.

Course Objectives – participants will be able to:

Identify and describe 10 different uses of the iPad camera for physical, sensory, communication or cognitive limitations

Identify three different ways to interact with the iPad or iPhone without ever touching the device

Describe a five minute solution for creating an adaptive keyguard for a communication app

Identify at least five apps and iPad accessories to support students who experience executive function impairments

Identify and describe at least five apps and adaptation for deaf and hard of hearing

Identify and describe at least five apps for self regulation

Identify and describe at least five mounting solutions for a wheelchair, table, bed or floor

Course #14 Schedule Wednesday, March 6, 2019

8:00-9:00	101 Uses for the iPad camera to support students with disabilities	12:00-1:00	Lunch - On your own
9:00-10:00	Explore 10 ways to Interact with the iPad without ever touching the device – using voice, geo fencing, switch access	1:00-2:00	Apps and adaptations for deaf and hard of hearing
10:00-10:15	Break	2:00-2:45	Apps for self-regulation and relaxation
10:15-11:00	Creating access solutions for students with communication impairments	2:45-3:00	Break
11:00-12:00	Apps and executive function impairments	3:00-4:00	iPad access when using a wheelchair, table, floor, car or bed to accommodate for physical limitations
		4:00	Complete program evaluation



COURSE #15 WEDNESDAY - MARCH 6, 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: Kindergarten 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 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 13 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 #15 Schedule Wednesday, March 6, 2019

8:00-9:00	What is mindfulness?	1:00-2:00	Ways to implement mindfulness in the classroom or at 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 #16 WEDNESDAY - MARCH 6, 2019

Practical Strategies for Implementing Social Skills in the Classroom and in Therapy

by Felice Clark, MA, CCC-SLP, Roseville, CA

DAY 2

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

Target Age Range: 4th through 6th Grades

Course Description: Students with social pragmatic disorders struggle with navigating social interactions throughout their day in the school and community settings. Furthermore, students with social pragmatic deficits need increased opportunities to practice social skills. Increasing collaboration between the classroom teacher and speech pathologist will help students have more naturalistic opportunities to make gains with their social pragmatic

skills. This course explains the different components of social language, how social language deficits impact students in the classroom and provides practical therapy ideas that the speech pathologists and classroom teachers can implement in the classroom setting. Participants will leave with therapy ideas and strategies that classroom teachers and speech pathologists can use throughout the school day.

Course Objectives – participants will be able to:

- Describe key components of social communication
- Identify resources & strategies for developing a pragmatic therapy plan
- Explain the benefits and list strategies for collaborating with classroom teachers, therapists and support staff
- Demonstrate the ability to create a social skill lesson plan using evidence-based practices

- List three intervention strategies and resources to target perspective taking and non-verbal body language
- List three intervention strategies and resources to increase conversational skills
- Demonstrate how to find and use videos & digital resources to teach social skills in the classroom

Course #16 Schedule Wednesday, March 6, 2019

8:00-9:00	Key components of social communication	12:00-1:00	Lunch - On your own
9:00-10:00	Resources & strategies for where to start in pragmatic therapy	1:00-2:00	Therapy ideas for teaching perspective taking and increasing awareness about non-verbal language
10:00-10:15	Break		
10:15-11:00	Benefits of working with the classroom teacher & tips for pushing into the classroom setting	2:00-2:45	Therapy ideas for practicing conversational skills
		2:45-3:00	Break
11:00-12:00	Structuring social language lessons & implementing evidence-based practices in therapy	3:00-4:00	How to use videos to teach social communication
		4:00	Complete program evaluations



COURSE #17 WEDNESDAY - MARCH 6, 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 15 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 value of correspondence training and keys to success in its use in coaching students
- Discuss the value of goal setting and keys to success in its use in coaching students
- Describe self-regulated learning and the importance of motivation in the learning process

- Discuss the keys to successful enhancement of student motivation
- Discuss the characteristics of effective executive functioning coaches
- Demonstrate how to develop personal goals related to becoming effective executive functioning coaches specific to classroom or other learning environments

Course #17 Schedule Wednesday, March 6, 2019

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



COURSE #18 WEDNESDAY - MARCH 6, 2019

Practical Management of Tough Kids: An Evidence-Based Approach

by William Jenson, PhD, Educational & Child Psychologist, University of Utah

DAY 2

Target Audience: School Psychologists, Behavior Specialists, School Counselors, Social Workers, Principals/ Administrators, Special Education Teachers, General Education Teachers, Resource Room Teachers, Autism Specialists, and other professionals working with behaviorally disordered/emotionally disturbed students

Target Age Range: Kindergarten through 7th grade

Course Description: This course will focus on the practical management of behaviorally disordered/emotionally disturbed students (BD/SED). These students are frequently referred to as “tough kids” because they exhibit strong behavioral excesses such as arguing, noncompliance and aggression while at the same time they possess significant behavioral deficits in self-management (rule governed behavior), social skills and academic abilities. This presentation will review what causes “tough kid” behavior, how to practically assess it and strategies to remediate it. An emphasis will be placed on proactive strategies and positive behavior management interventions such as *Mystery Motivators*, the *Sure I Will* program, the *Yes and*

No classroom management program, reward spinners, a whole school positive discipline program (*Principal's 200 Club*), *Superheroes Social Skills* and several others. Strategies to decrease the behavioral excesses of noncompliance and arguing will include *What If Charts*, effective classroom rule design, and precision requests. In addition, information will also be presented on how to influence other people such as parents and other educators to follow through and implement these techniques. All the strategies to be presented will be research validated positive interventions that can be time efficiently implemented in classrooms at a low cost.

Course Objectives - participants will be able to:

Provide a practical educational definition of “tough kids” that includes the externalizing behavioral excesses of aggression, noncompliance, arguing the behavioral deficits of self-management and social skills

Demonstrate an assessment process for “tough kids” that is linked to classroom interventions

Describe the basic causes of the “tough kid” problem behaviors, particularly the coercive process.

Explain which problematic behaviors decrease with time and which are stable and require intervention

Identify “Keystone” behaviors and their importance in managing “tough kids”

Describe the standards for evidence-based interventions and which interventions harm “tough kids”

Describe proactive classroom strategies to avoid later problematic behaviors such as precision requests

Explain how to increase positive reinforcement in classrooms with unique and practical procedures

Describe the components of an all positive, whole school management system, *The Principal's 200 Club*

Course #18 Schedule Wednesday, March 6, 2019

8:00-9:00	What is a “tough kid” and the assumption of managing their behavior	1:00-2:00	Classroom rules to manage behavior excesses and deficits and the effects of peer influence
9:00-10:00	What causes “tough kid” behaviors	2:00-2:45	Motivating the “tough kid” and increasing positives in the classroom
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	Evidence-based behavior management practices for “tough kids”	3:00-4:00	Specific positive interventions: <i>Mystery Motivators</i> , reinforcement spinners, chartmoves, <i>Yes and No</i> program, and <i>The Principal's 200 Club</i>
11:00-12:00	Practical functional behavior assessment and response discrepancy classroom observation for on-task behavior, precision requests	4:00	Complete program evaluations
12:00-1:00	Lunch – On your own		



COURSE #19 WEDNESDAY - MARCH 6, 2019

Identification and Remediation of Neurodevelopmental Disorders Including Autism by Torey Gilbertson, DPT, Anna Fragomeni, DPT, & Shawn Israel, DPT

DAY 2

Target Audience: General Education Teachers, Special Education Teachers, Physical Therapists, Occupational Therapists, Autism Specialists, Physical Education Teachers/Adaptive PE Teachers, Instructional Assistants & Paraprofessionals

Target Age Range: Birth through 6th grade

Course Description: Many neurodevelopmental conditions affect motor, cognitive, social and other aspects of development. Common neurodevelopmental conditions seen in children include: Autism Spectrum Disorder, Cerebral Palsy, Developmental Delay, Developmental Coordination Disorder, Fetal Alcohol Spectrum Disorder, various muscular dystrophies and many others. Often these diagnoses are not seen immediately and treatment to improve mobility and participation is delayed. It is optimal to begin directed activities or a therapeutic regime as early as possible to capitalize on the neuroplasticity of the developing brain and to avoid children falling too far behind their peers with gross and fine motor skills. Along with intervention as early as possible, the therapeutic approach should be directed to each unique child's needs and delivered in the most efficacious and evidence-based methods, but also be engaging to the child as well as their family. This multi-modal course will include a combination of lecture, discussion, audience participation, use of videos, and small group work. This course is designed to help teachers, assistants and therapists understand the basics of

various neurodevelopmental conditions including Autism Spectrum Disorder with relevant pathology and physiology. In addition to a basic understanding of various neurodevelopmental conditions, participants will learn some basic indicators of need for referral to health care providers and who the most appropriate health care providers are for the various conditions. Participants will gain a basic understanding of movement asymmetries, stereotyped behaviors and other indicators to be aware of when working with children. Expanding on identification, participants will also learn and be able to practice and demonstrate some basic skills to improve postural control and mobility within daily routines. This course is also designed to help participants apply techniques for improving more advanced mobility and neuromotor skills, specifically for school-aged children participating in school and after-school programs. The use of video games including virtual reality will be discussed in relation to improving mobility and neuromotor skills. Finally, participants will acquire knowledge in design and implementation of adaptive physical education programs.

Course Objectives – participants will be able to:

Identify early indicators of developmental delay in young children with cerebral palsy, Developmental Coordination Disorder (DCD), and Muscular Dystrophies

Identify early indicators of developmental delay in young children with Autism Spectrum Disorder (ASD) with or without associated Sensory Processing Disorder (SPD)

Describe and adequately demonstrate techniques to improve postural control during daily routines

Describe and adequately demonstrate techniques to improve mobility during daily routines

Describe and adequately demonstrate techniques for improving mobility and neuromotor skills for participation in school and after-school programs

Describe how to include gaming and virtual reality to improve mobility and neuromotor skills

Demonstrate how to design adaptive physical education programs

Course #19 Schedule Wednesday, March 6, 2019

8:00-9:00	Developmental delay in young children: Identifying early indicators	1:00-2:00	Improving mobility and neuromotor skills in young children
9:00-10:00	Autism Spectrum Disorder (with or without associated SPD) in young children: Identifying early indicators	2:00-2:45	Use of gaming (including virtual reality) to facilitate improved mobility and neuromotor skills in young children
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	Techniques for improving postural control during daily routines	3:00-4:00	Adaptive Physical Education programs for children with Autism Spectrum Disorders and various neurodevelopmental delay
11:00-12:00	Techniques for improving mobility during daily routines	4:00	Complete program evaluations
12:00-1:00	Lunch – On your own		



COURSE #20 WEDNESDAY - MARCH 6, 2019

Word Smarts! Building Student Vocabulary through Morphology

by William Van Cleave, MA, Educational Consultant, Louisville, KY

DAY 2

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

Target Age Range: 2nd grade through 21 years

Course Description: An understanding of morphology, or the meaning parts that comprise words, is invaluable for developing students’ vocabulary and word attack skills. It also makes for a fascinating study! In this interactive, hands-on course, William Van Cleave first provides a framework for thinking about vocabulary instruction in general, including both research and best practices. He helps teachers develop an understanding of good vocabulary instruction through discussion and modeling. Then, he delves into a study of meaning parts, with particular attention to deep, meaningful word study. He

helps participants explore the origins of our language and characteristics of the major languages of influence, an introduction to morphemic awareness, and then a study of hands-on teaching strategies. Participants examine the components of an effective morphology lesson, practice with effective activities to aid in morphological understanding, and discuss how best to integrate instruction with other content material. They practice with each concept and leave with strategies they can use with their students the very next day!

Course Objectives – participants will be able to:

Discuss research concerning best practices in vocabulary instruction

Describe and demonstrate how to apply morphological awareness to their knowledge of words

Describe the differences between phonology and morphology and why it matters

Describe the components of a good morphology lesson

Describe the origins of our language and how they impact spelling, decoding, and vocabulary

Demonstrate investigative strategies to use with students to develop their word sense

Course #20 Schedule Wednesday, March 6, 2019

8:00-9:00	General vocabulary framework	1:00-2:00	Advanced word structure with Latin-based words
9:00-10:00	Morphology terminology and basic investigative strategies	2:00-2:45	Components of a lesson; what good instruction looks like
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	History of the language and why it matters	3:00-4:00	Analyzing words in text—how to choose and what to do
11:00-12:00	Differences between phonology and morphology	4:00	Complete program evaluations
12:00-1:00	Lunch – On your own		



COURSE #21 THURSDAY - MARCH 7, 2019

Behavioral Assessment and Treatment of Students that Exhibit Self-Injurious Behavior and Related Disorders by Timothy Vollmer, PhD, BCBA, Gainesville, FL

DAY 3

Target Audience: Behavior Specialists, School Psychologists, Social Workers, Occupational Therapists, Speech-Language Pathologists, Special Education Teachers, Principals/Administrators, Autism Specialists, Instructional Assistants and Paraprofessionals, and other professionals working with students with autism and developmental disabilities that exhibit self-injurious behaviors or related disorders

Target Age Range: Any age student that exhibits self-injurious behaviors

Course Description: Hand-biting, head-hitting and head-banging are common forms of self-injurious behaviors (SIB) displayed by students with autism, intellectual disabilities and certain genetic disorders. Dr. Timothy Vollmer, a leading researcher and expert in SIB, will discuss how he became involved in the assessment and treatment of self-injurious behavior and related disorders. He will present research supporting the notion that SIB and related disorders are

largely learned behaviors. He will show that environmental conditions determine whether or not the behavior is likely to occur. Information will be provided based on his own research and research of colleagues about how to develop interventions for SIB and related disorders. A general model will be outlined for application in schools and other applied contexts.

Course Objectives – participants will be able to:

Specify potential sources of reinforcement maintaining self-injurious behavior among individuals with autism and related disabilities
Describe the empirical evidence supporting the notion that self-injury and related disorders are learned (operant) forms of behavior

Describe the development of treatments based on differential reinforcement
Describe models for staff and parent training

Course #21 Schedule Thursday, March 7, 2019

8:00-9:00	Introduction to self-injury and related disorders	1:00-2:00	A differential-reinforcement based treatment model
9:00-10:00	Evidence that self-injury and related disorders are learned, operant forms of behavior	2:00-2:45	Treatment model continued; parent and staff training
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	Assessment approaches and considerations	3:00-4:00	Parent and staff training; question and answers
11:00-12:00	Common behavioral interventions	4:00	Complete program evaluations
12:00-1:00	Lunch – On your own		



COURSE #22 THURSDAY - MARCH 7, 2019 PART THREE
The Integration of Trauma-Informed Approaches and Positive Behavioral Interventions & Supports within a Multi-Tiered System of Supports Framework
by Lynne DeSousa, MS, School Psychologist, Denver, CO

DAY 3

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



Target Age Range: Kindergarten through 10th grade

Course Description: It is estimated that approximately 25% of students will experience trauma or toxic stress before the age of 18. This realization in recent years has led to an increased sense of urgency from educators to investigate ways to provide supports that match this growing need. Many are turning to the treatment framework known as Trauma-Informed Care (TIC). The focus of Trauma-Informed Care is in the recognition, understanding and responsiveness to trauma with explicit efforts made in restoring emotional safety, building healthy relationships, and creating positive opportunities where students can practice self-regulation strategies and prosocial skills. Because TIC did not originate within the educational context, the need to anchor it within evidence-based practices and effective implementation within Positive Behavioral Interventions and Supports (PBIS) are a high priority. Therefore, as districts and schools are investing in retooling staff and reallocating resources to incorporate trauma-informed approaches

into their environments, aligning them with PBIS principles and making explicit connections provide the ingredients for effective and efficient implementation and sustained efforts that supports all students. This course is intended to create connections for participants in the key principals of Positive Behavioral Interventions and Supports (PBIS) and Trauma-Informed Care (TIC). The purpose is to identify the critical features of both, expose the ways they overlap and complement one another, and provide practical strategies so that practitioners feel confident in utilizing this information as they build systems that support student success at every tier of a layered continuum of supports. This training is intended for participants who have varying degrees of understanding of PBIS and a general knowledge of trauma and its impact. Self-care and functional behavioral assessment will also be addressed.

See pages 10 & 20 for information about days 1 & 2 of this 3-day course.

Course Objectives – participants will be able to:

- Describe the components of trauma-sensitive functional behavioral assessments
- Describe the components of a trauma-sensitive behavior intervention plan
- Demonstrate how functional behavior assessments and behavior intervention plans can incorporate a trauma-informed lens at Tier 3

- List four essential components to delivering effective social skills instruction
- Describe how to utilize point cards and self-monitoring tools
- Develop an action plan for integrating trauma informed approaches in the classroom

Course #22 Schedule Thursday, March 7, 2019

8:00-9:00	Day one and two content review and reflection	12:00-1:00	Lunch – On your own
9:00-10:00	Trauma-sensitive functional behavioral assessment	1:00-2:00	Essential components to delivering effective social skills instruction
10:00-10:15	Break	2:00-2:45	Point Cards and self-monitoring tools
10:15-11:00	Trauma-sensitive behavior intervention plan	2:45-3:00	Break
11:00-12:00	Cognitive behavioral theory	3:00-4:00	Action planning and next steps
		4:00	Complete program evaluations



COURSE #23 THURSDAY - MARCH 7, 2019

Science to Practice: Understanding and Supporting Preschool Child Development in Literacy, Mathematics and Social-Emotional Learning by Kristen Missall, PhD, University of Washington

DAY 3

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

Target Age Range: 3 years through kindergarten

Course Description: This course focuses on developmental science and best practice with key skills during the preschool years in the areas of early literacy, mathematics and social development. We will discuss the latest information about neurological development and environmental support related to key skills and educational expectations in literacy,

mathematics and social-emotional learning. We will review evidence-based practices for supporting school readiness and early school adjustment. This course has application for educators who work with preschoolers and who seek to understand the developmental and life trajectories of young students transitioning into formal schooling.

Course Objectives – participants will be able to:

Define school readiness and key determinants

Describe social-emotional development of preschool-aged children

Describe best practices for supporting social-emotional development in preschool and consider personal experiences and needs for supporting preschool-aged children

Explain the science of the development of early literacy skills, including trajectory of development and associated risks

Describe best practices for supporting early literacy development in preschool

Explain how early mathematics skills develop up to and just beyond preschool years

Describe how to support early mathematics development through exploration of evidence-based practices and personal experiences and needs

Course #23 Schedule Thursday, March 7, 2019

8:00-9:00	Overview, introductions, goals; rationale for importance of examining school readiness in context of key skill development and considering broad life experiences	12:00-1:00	Lunch – On your own
9:00-10:00	Science of early social-emotional development	1:00-2:00	Best practices for supporting early literacy development
10:00-10:15	Break	2:00-2:45	Science of early mathematics development
10:15-11:00	Best practices for supporting early social-emotional development	2:45-3:00	Break
11:00-12:00	Science of early literacy development	3:00-4:00	Best practices for supporting early mathematics development; wrap-up
		4:00	Complete program evaluations



COURSE #24 THURSDAY - MARCH 7, 2019
Creating Assistive Technology Solutions in Minutes
by Therese Willkomm, PhD, ATP, Durham, NH

DAY 3

Target Audience: Assistive Technology Specialists, Special Education Teachers, Resource Room Teachers, Deaf & Hard of Hearing Teachers, Physical Therapists and Assistants, Occupational Therapists & Assistants, Speech-Language Pathologists & Assistants, Case Managers, Administrators/Principals, Autism Specialists, School Counselors, School Psychologists, Reading Specialists, Instructional Assistants and Paraprofessionals

Target Age Range: Birth through adulthood

Course Description: Everyone is born to create, discover, make and build solutions for everyday challenges. Hundreds of new tools, specialty tapes, fasteners and plastics have emerged that enables all individuals to become AT makers without the need for power tools, glue or nails. This "hands-on" discovery course introduces participants to new methods, material, tools and resources for making hundreds of solutions in minutes to achieve educational success for students K-12. This full day course focuses on creating solutions for specific functional limitations and specific tasks in educational settings. Participants will explore methods, materials and techniques to create the following assistive technology solutions: over 30 hands free solutions for students who experience difficulties using their hands to cook, drink, eat, hold cups, paint brushes, writing instruments, musical instruments, toys,

tools etc; 20 solutions for reading and writing for students who experience print disabilities, learning disabilities, difficulties in holding books or turning pages, low vision, blindness; 12 solutions for students who experience communication impairments, deafness or hard of hearing; 30 solutions for students who experience mobility impairments and need mounting, holding and carrying solutions for wheelchairs, walkers, crutches and canes; 30 solutions for memory, prompting, organization and task sequencing; 20 one-handed solutions; and 15 solutions for difficulties in reaching, bending, lifting and carrying objects. Participants will learn new innovative ways to use InstaMorph, Coroplast, Corner Guard, Expanded PVC, Loc-Line, Transparency Film and 10 specialty tapes to make hundreds of solutions in minutes.

Course Objectives – participants will be able to:

Describe at least 10 different everyday items that can be used to create solutions in minutes for students with disabilities

Describe at least five solutions that can be made in minutes to accommodate for students who experience mobility impairments

Identify and describe at least 10 different materials that can be used to fabricate hundreds of solutions in minutes

Describe at least five solutions that can be made in minutes to accommodate for students who experience grasping and holding impairments

Describe at least 10 solutions that can be made in minutes to accommodate for students who experience vision or hearing impairments

Describe at least five solutions that can be made in minutes to accommodate for students who experience communication impairments

Describe at least five solutions that can be made in minutes to accommodate for students who experience autism

Course #24 Schedule Thursday, March 7, 2019

8:00-9:00	Everyday items used in extraordinary ways	12:00-1:00	Lunch – On your own
9:00-10:00	Everyday materials for fabricating solutions in minutes	1:00-2:00	Making solutions for students who experience mobility impairments
10:00-10:15	Break	2:00-2:45	Making solutions for students who experience grasping impairments
10:15-11:00	Making solutions for students who experience vision or hearing impairments	2:45-3:00	Break
11:00-12:00	Making solutions for students who experience autism	3:00-4:00	Making solutions for students who experience communication impairments; complete program evaluation



COURSE #25 THURSDAY - MARCH 7, 2019

From Words to Works! Developing Foundational Writing Skills in Students of All Ages
by William Van Cleave, MA, Educational Consultant, Louisville, KY

DAY 3

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

Target Age Range: 2nd grade through 21 years

Course Description: In this hands-on, interactive course, William Van Cleave first helps participants understand the cognitive demands writing places on student writers. He then focuses attention on engaging students in sentence-level work, both for writing and reading comprehension. Participants learn about the components of a good lesson and strategies for developing sentence sense in student writers. They examine parts of speech as a method of understanding the way words interact with each other and sentence parts as building blocks for creating different kinds of sentences. With each skill, participants practice

and the instructor models effective interactive teaching. Participants in this course then learn a structured, sequential approach to teaching the basic and expanded paragraph, including idea generation, categorization, and writing topic, supporting, and concluding sentences as well as transitions. They work with gradual release instruction and teacher modeling of the writing process. At all levels, they participate in engaging, interactive practice with the elements introduced and model the strategies suggested. They depart this course armed with tools they can use immediately in their classrooms!

Course Objectives – participants will be able to:

Adequately describe the cognitive demands writing places on student writers

Adequately describe how gradual release applies to all aspects of the writing process

Explain syntax instruction as it applies to improving writing

Identify the components of basic and expanded paragraphs

Adequately describe how words work together at the sentence level as a means of improving writing and reading comprehension

Demonstrate how to help students develop ideas into expository text

Demonstrate how to use clause structure to facilitate sentence building

Course #25 Schedule Thursday, March 7, 2019

8:00-9:00	Cognitive demands of writing	1:00-2:00	Idea generation and categorization
9:00-10:00	Parts of speech	2:00-2:45	Basic and expanded paragraphs
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	Clause structure	3:00-4:00	Topic and concluding sentence construction
11:00-12:00	Different kinds of sentences		
12:00-1:00	Lunch – On your own	4:00	Complete program evaluations



COURSE #26 THURSDAY - MARCH 7, 2019

Make and Take: Hands-on Therapy Ideas that Speech Pathologists Can Use Tomorrow
by Felice Clark, MA, CCC-SLP, Roseville, CA

DAY 3

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

Target Age Range: Kindergarten through 6th grade

Course Description: The increasing demands of paperwork, IEP meetings and larger caseloads leaves little time for the speech pathologist to create activities for their students. This session is designed for speech pathologists who want to get inspired by learning new therapy ideas that they can prepare during the course! Learn new ideas to work on articulation, language, social skills and speech fluency. Attendees can tailor these ideas to their own caseload. The morning portion of the course will focus on therapy ideas & lessons that SLPs can make with common items they have around their therapy room.

The afternoon portion of the course will focus on how to find digital resources and ways to use them with groups. Attendees will learn how to organize digital lessons, so when the SLP has limited time to plan, they can easily access these low-prep activities. Plus, there will be quick DIY ideas for how to make visuals that will help the SLP structure their social skill therapy groups.

What to Bring: Participants should bring a laptop or device, scissors and a stapler.

Course Objectives – participants will be able to:

Demonstrate how to make therapy activities with common items around the speech room

Demonstrate extension activities using books to practice speech and language concepts

Create unique therapy activities for use with current caseloads

Demonstrate how to use a variety of digital resources in therapy

Explain the importance of literacy in therapy and innovative strategies for using books for mixed group therapy

Demonstrate how to plan and organize new therapy activities using *Cheat Sheet Guides*

Demonstrate how to make quick DIY visuals to help structure social skills lessons

Course #26 Schedule Thursday, March 7, 2019

8:00-9:00	Using common objects in therapy for articulation, language, social skills and fluency therapy	1:00-2:00	Digital resources to use with students in your mixed groups
9:00-10:00	Hands on “make n’ take” therapy activities	2:00-2:45	Lesson plan ideas using videos and creating <i>Cheat Sheet Guides</i> for staying organized
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	How to adapt books and games for your mixed-therapy groups	3:00-4:00	Resources, visual supports & quick DIY activities for working on social pragmatics
11:00-12:00	Learn ways to plan extension activities from the books to practice speech and language concepts (and time to create activities)	4:00	Complete program evaluations
12:00-1:00	Lunch – On your own		



COURSE #27 THURSDAY - MARCH 7, 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 #27 Schedule Thursday, March 7, 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 #28 THURSDAY - MARCH 7, 2019

Advanced Tough Kid Behavior Management Techniques, Reductive Techniques, Social Skills, On-Task in a Box and the Electronic Homenote

by William Jenson, PhD, Educational & Child Psychologist, University of Utah

DAY 3

Target Audience: School Psychologists, Behavior Specialists, School Counselors, Social Workers, Principals/ Administrators, Special Education Teachers, General Education Teachers, Resource Room Teachers, Autism Specialists and other professionals working with behaviorally disordered/emotionally disturbed students

Target Age Range: Kindergarten through 7th grade

Course Description: This course will provide a brief review of Tough Kid principles. Reductive techniques such as response cost, group contingencies, time out, in-school suspension and *Think Time* will be described. Advanced techniques that include the *Superheroes Social Skills* program, *On-Task in a Box*: A complete self-management program, and

the *Electronic Homenote* will be presented. Specific content will include *Fasthands* animation, video modeling, self-recording, self-as-a-model, reward chartmoves and magic ink pens, reinforcement spinners and mystery motivators and the *Tough Kid Bully Blockers* program.

Course Objectives – participants will be able to:

Provide a practical educational definition of “tough kids” that includes the externalizing behavioral excesses of aggression and noncompliance, while arguing the behavioral deficits of self-management and social skills

Define evidence-based practice

Describe reductive techniques and the cautions in their use

Explain response cost, time out, in-school suspension and think time

Describe the *Superheroes Social Skills* program and its implementation

Describe the *On-Task in a Box* self-management program and how to implement it

Describe the *Electronic Homenote* program and how to implement it

Course #28 Schedule Thursday, March 7, 2019

8:00-9:00	What is a “tough kid” and the assumption of managing their behavior - Brief review	1:00-2:00	<i>Superheroes Social Skills</i> program
9:00-10:00	Evidence-based behavior management practices for “tough kids”	2:00-2:45	<i>On-Task in a Box</i> program
10:00-10:15	Break	2:45-3:00	Break
10:15-12:00	Reductive behavior management techniques	3:00-4:00	<i>Electronic Homenote</i> program; <i>Tough Kid Bully Blockers</i> program
12:00-1:00	Lunch – On your own	4:00	Complete program evaluations



COURSE #29 THURSDAY - MARCH 7, 2019

Critical Math Tools Every Classroom Needs To Have and Use Today!

by Kim Sutton, MA, Creative Mathematics, Arcata, CA

DAY 3

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

Target Age Range: Kindergarten through 6th grade

Course Description: Teaching with math intensity for the K-6 classroom requires simple tools that allow students to experience meaningful math content. Participants will experience number lines, place value pockets and pattern sticks. Kim Sutton invented these specialized tools, and she will share how to use them with mathematical depth in the elementary classroom. Each of the tools will be constructed in at least three different levels to model differentiation. Kim will share new strategies for using number lines along with ideas for using empty number lines. This will apply to teachers who have never used this tool or experienced teachers already enjoying the benefit of using a number line. The handout for this class is filled with lots of ideas for alternative algorithms for regrouping, making change, elapsed time, rounding skills, fractions, decimals, place value, multiples and factors. Teaching place value is a tremendous challenge and affects the development of

number sense. Kim’s place value pockets will be modeled to encourage algebraic thinking, proportional reasoning and number properties. Participants will learn how and when to use them effectively at every grade level. She will show how to review every content standard. Assessment is immediate and effective for students and teachers. The big game changer for math fact fluency is pattern sticks! Participants will appreciate how effective and motivating these tools are for addition facts, missing addends, skip counting by multiples, multiplication facts and equivalent fractions. Participants will learn three new games that create consistency for practice! Kim will share powerful connections of the depth of using this tool with equivalent fractions. The strategies and content within this course will add to the fundamentals that supplement any math program. She will also share songs and kinesthetic movements for classroom transitions.

Course Objectives – participants will be able to:

Demonstrate the use of number lines, place value pockets and pattern sticks to improve mathematical depth in the elementary classroom

Demonstrate how to use empty number lines for alternative algorithms for regrouping, making change, elapsed time, rounding skills, fractions, decimals, place value, multiples and factors

Demonstrate the uses for place value pockets that build strong number sense, algebraic reasoning and critical thinking skills

Demonstrate how to use pattern sticks to improve math fact fluency

Describe how to use music and kinesthetic mathematics for smooth transitions in the classroom

Course #29 Schedule Thursday, March 7, 2019

8:00-9:00	Make place value pockets and digit cards to match grade level standards; how to “iterate” using an appropriate unit of measure to construct a number line	12:00-1:00	Lunch – On your own
9:00-10:00	Four games to introduce multiples and factors; how to teach rounding with a number line; combine place value and rounding and cover seven standards; math visuals	1:00-2:00	Construct 12 pattern sticks; using the pattern sticks for missing addends, doubles, skip counting by multiples, groups of, multiplication facts and equivalent fractions
10:00-10:15	Break	2:00-2:45	How to play the “Pattern Stick Game” with students at all levels
10:15-11:00	Construct a number line: how to use for fractions and decimals; how to create alternative algorithms for regrouping, making change and elapsed time problems using empty number lines	2:45-3:00	Break
11:00-12:00	Base ten; how to build understanding of the fundamentals for place value; using songs and kinesthetic movements	3:00-4:00	Songs about multiples and factors and kinesthetic movements for each song; pattern sticks and fractions; best practice for teaching fractions and comparing size of fractions
		4:00	Complete program evaluations



COURSE #30 THURSDAY - MARCH 7, 2019

Culturally Responsive Teaching: Closing the Opportunity Gap

by Caprice D. Hollins, PsyD, Clinical Psychologist, Cultures Connecting, Renton, WA

DAY 3

Target Audience: All school district professionals including teachers, counselors, psychologists, therapists, specialists, administrators, curriculum specialists and support staff

Target Age Range: All grade levels

Course Description: In the world of education today, we are learning to become multicultural in a way where we benefit from differences, rather than expecting people to assimilate into the dominant culture’s norms, values and customs. In the process, we must have the courage to unpack how we have been socialized to think about one another and have the willingness to recognize institutional advantages and disadvantages staff, children, families and communities face. Closing the opportunity gap requires a willingness to deeply examine who we are, what we teach, how we teach, and what is our ultimate goal for students. Is your vision one of a student population that is prepared not only for the

world as it is, but also able to think critically about how the world should be? Do you want students to have strategies to enact change and remove barriers to access? Educators in this course will be trained to screen curriculum materials for a variety of biases including ageism, sexism, racism, ableism, and heterosexism. Participants will practice using tools designed for a whole school, for district adoption or for examining materials in individual classrooms. The content is designed for educators committed to equity who want to deepen their analysis of the opportunity gap and work collaboratively toward a vision of inclusion that engages all staff and students.

Course Objectives – participants will be able to:

Identify three tools for engaging in on-going courageous conversations about race and equity

Describe the impact of stereotypes, stereotype threat and implicit biases in schools

Adequately describe the complexity of addressing racial equity in education and be able to articulate why this is personally important

Identify four strategies to counter implicit bias and stereotype threat

Discuss how to develop a common framework, language and understanding of cultural competence

Demonstrate how to utilize a screening tool to analyze curriculum materials for ageism, sexism, racism, ableism and heterosexism

Course #30 Schedule Thursday, March 7, 2019

8:00-9:00 Cultural Bingo warm up activity, introduction via spoken word poetry, and norms for courageous conversations

12:00-1:00 Lunch – On your own

9:00-10:00 Framework for cultural competence and exploring participants’ “why” for culturally-responsive practices

1:00-2:00 Examine research and strategies for countering stereotype threat and implicit bias in schools

10:00-10:15 Break

2:00-2:45 Practice screening curriculum materials

10:15-11:00 Interactive lecture on frameworks for cultural competence

2:45-3:00 Break

11:00-12:00 Group exercise on the impact of stereotypes

3:00-4:00 Screening materials-continued, discuss learning and takeaways from the day, closing video

4:00 Complete program evaluations

Location & Hotel Registration – SEATTLE



LOCATION: This conference will be held at The Conference Center at the Washington State Convention Center. The Conference Center

features stylish meeting rooms and facilities in the heart of downtown Seattle, Washington. Discover all the extraordinary things to do in Seattle after the conference sessions: walk through the wondrous Pike Place Market and watch fishmongers toss their catch in the air, shop at Nordstrom's flagship store, visit the Seattle Aquarium, Museum of Flight, Experience Music Project, Pioneer Square, the Space Needle and much more. Visit the WSCC website at: <http://www.wsc.com/audience/visitors> for more information about this exciting location. The Conference Center address is: 800 Pike Street, Seattle, WA 98101.

FROM THE AIRPORT: Sea-Tac Airport is the international airport serving the Seattle, Washington area. Getting to the Washington State Convention Center is now easier and greener than ever with the new Seattle Link Light Rail Train. The train will take you directly from Sea-Tac airport to the Westlake Light Rail station, a block from the Washington State Convention Center. Link trains run every 7.5, 10 or 15 minutes depending on the time of day. Service is available from 5:00 am to 1:00 am Monday through Saturday, and from 6:00 am to midnight on Sunday and holidays. Best of all, the cost is only \$3.00 each way. Go to the Link Light Rail website for more information at: <http://www.soundtransit.org/Schedules/Link-light-rail> For other ground transportation options, go to the Ground Transportation Information Booth on the third floor of the Parking Garage. You can also dial 55 from any Traveler's Information Board at the base of the Baggage Claim escalators for ground transportation information.



HYATT REGENCY SEATTLE HOTEL

Discounted Rooms: A block of discounted rooms is reserved at the new **Hyatt Regency- Seattle Hotel** located two blocks from The Washington State Convention Center at 808 Howell Street Seattle, WA (8th and Howell). The discounted rate is \$209 single & double occupancy, \$234 triple occupancy, \$259 quadruple occupancy, per night plus taxes. To book your discounted hotel room online, go to: https://www.hyatt.com/en-US/hotel/washington/hyatt-regency-seattle/sears?corp_id=G-RESE Discounted rooms are limited, so book early. Make your reservation by February 11, 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 Hyatt Regency Seattle Hotel's phone number: **1-800-233-1234** (mention: "Special Education Conference" room block to receive the group discounted rate).

CONFERENCE REGISTRATION: Visit: www.rehabseminars.org to register online or mail registration forms to: Rehab Seminars, 500 Goss Road, Port Townsend, WA 98368, or fax form to (360) 379-5271. For a registration form, go to page 43.

CONFERENCE REGISTRATION CONFIRMATION: A conference registration confirmation will be emailed to you upon receipt of your registration form. If you do not receive your confirmation email within 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: accepted. Please register online and upload your PO 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 March 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.

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



General Conference Information & Policies

PROGRAM DESCRIPTION: This conference provides numerous opportunities for professionals to acquire new information and ideas to work collaboratively to meet the needs of all students. Participants will have the opportunity to hear nationally and internationally recognized speakers on a variety of general education and special education topics. Thirty full-day courses are offered, allowing you to best meet your professional needs.

CONFERENCE TARGET AUDIENCE: Courses are specifically designed for: general classroom teachers (pre-kindergarten through 12th grade), special education teachers, autism specialists, superintendents, principals, directors, resource room teachers, ELL teachers, speech-language pathologists, occupational therapists, physical therapists, school psychologists, counselors, social workers, case managers, behavior specialists, Title 1 teachers, school nurses, professional development staff, paraprofessionals and other educators. Courses are designed for professionals working with general education students, special needs students, students with learning differences, English Language Learners and at-risk students in public and private schools, private practices, hospitals, outpatient clinics, home health, and other health and educational settings. Concurrent courses are offered, helping you to better meet your professional needs.

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

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

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

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

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

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

PRIVACY POLICY: Rehab Seminars will never share your personal information with any third party, including vendors, exhibitors or companies promoting their services at the conference. We will send you annual conference notices via email. If you do not want to receive conference notices and updates, reply to our email with the word "remove" in the "subject" and we will place you on our "do not send" list. At your request, some of your information may be shared with accrediting agencies.

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

AUDIO, VIDEO AND RECORDING POLICY: Audio, video and digital recordings of any kind are prohibited. No presentations may be rebroadcast.

INTERNET AND WI-FI: Internet "hot spots" with sitting areas are located on each floor of The Conference Center. These locations are posted at the center.

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

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



SPECIAL ARRANGEMENTS:

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

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

Continuing Education Credits and WWU College Credits

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

Participants requesting STARS (Merit), NASP, APA, NASW, NBCC, BCBA, ASHA, DSHS or OSPI Clock Hours, must go to the respective CE booth at registration and sign up for hours at the event.



WESTERN WASHINGTON UNIVERSITY COLLEGE CREDITS CSD 503 - PROFESSIONAL DEVELOPMENT IN CSD:

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



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

SPEECH-LANGUAGE PATHOLOGISTS:

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

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

STARS PROFESSIONAL DEVELOPMENT HOURS:

All 30 courses have been reviewed and approved by the Washington Department of Early Learning (DEL). If you want STARS HOURS, go to the STARS TABLE at the conference (in the registration area) and sign the "STARS REGISTRATION FORM". Rehab Seminars will add participants requesting STARS Hours to the **MERIT** roster within 10 days of completion of the event so that credit will reflect on your MERIT record. Rehab Seminars' staff will be available to assist you at general registration if you have any difficulty locating the STARS registration table at the conference.



OSPI CLOCK HOURS (CECHs) Speech-Language Pathologists, Occupational Therapists, School Psychologists, Social Workers, School Counselors, Special Education Teachers, Classroom Teachers, School Nurses, Physical Therapists, Principals, Administrators and other professionals working in Washington State School Districts: Washington State Clock Hours have been approved through the Washington Speech-Language-Hearing Association for sponsorship. Individuals wishing to receive OSPI continuing education clock hours must sign an OSPI Clock Hour registration form available at the OSPI clock hours registration desk when signing-in at this conference each day. (There is a \$20.00 fee for OSPI Clock Hours, payable by check or cash at the conference. No prepayment of OSPI Clock Hours will be accepted). This three-day conference is 19.5 contact hours (6.5 hours per day). Pick up the "Continuing Education Clock Hour Credit In-service Registration Form." **Keep this form to verify course attendance.**



OCCUPATIONAL THERAPISTS & OCCUPATIONAL THERAPY

ASSISTANTS: Rehab Seminars is an American Occupational Therapy Association Approved Provider (#6274). Courses offered for AOTA CEUs include course # 1, 3, 4, 5, 7, 9, 11, 14, 15, 17, 19, 21, 24, 27 & 30. Full-day course attendance qualifies for 6.5 contact hours or .65 CEUs (3-day attendance is offered for up to 1.95 AOTA CEUs) in the category of Domain of OT and Occupational Therapy Process (Level: Intermediate). Partial credit will be issued for partial attendance. The assignment of AOTA CEUs does not imply endorsement of specific course content, products, or clinical procedures by AOTA.



NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS:

Rehab Seminars is approved by the National Association of School Psychologists to offer professional development for school psychologists (approved provider #1099). Full day courses are 6.5 contact hours (6.5 CPD) or 19.5 contact hours (19.5 CPD) for this three-day conference. Full attendance is required for each course; no partial credits will be offered for partial course attendance.



AMERICAN PSYCHOLOGICAL ASSOCIATION:

Rehab Seminars 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, 3, 4, 5, 7, 9, 10, 11, 12, 13, 14, 15, 17, 18, 21, 22, 23, 24, 27, 28 & 30.



SOCIAL WORKERS, MARRIAGE AND FAMILY THERAPISTS AND MENTAL HEALTH COUNSELORS:

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



NATIONAL BOARD FOR CERTIFIED COUNSELORS:

Rehab Seminars has been approved by NBCC as an Approved Continuing Education Provider, ACEP No.6631. 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 #: 2, 3, 4, 5, 7, 12, 13, 14, 15, 17, 18, 22, 23, 24, 28, & 30.** Courses that do not qualify for NBCC clock hours are **courses #: 1, 6, 8, 9, 10, 11, 16, 19, 20, 21, 25, 26, 27, 29.**



BOARD CERTIFIED BEHAVIOR ANALYST® (BCBA®):

Course #21 is offered for BACB Type 2 Credits by the Washington Association for Behavior Analysis, an approved ACE Provider (# OP-17-2758). No other courses are offered for BACB Type 2 credits.

WASHINGTON STATE LONG TERM CARE WORKERS CONTINUING EDUCATION: Rehab Seminars has been approved by the State of Washington Department of Social and Health Services Aging and Long-Term Support Administration to offer Washington State long term care workers continuing education for the 2019 General & Special Education Conference-Seattle. Each full-day course is 6.5 contact hours or up to 19.5 contact hours for this three-day event. Your certificate of course completion will be issued via email within 7 days after the close of the conference, and the certificate will contain the CE approval codes for each conference day attended. Attendees must sign-in at general registration each morning and after lunch, participate in the entire course, and complete the course evaluation at the end of each day. **Attendees requesting DSHS continuing education hours must also sign the DSHS roster located at the DSHS booth in the registration area at the conference.**



PHYSICAL THERAPY BOARD OF CALIFORNIA:

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

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

WYOMING PROFESSIONAL TEACHING STANDARDS BOARD:

The courses offered at this conference have been approved by the Wyoming Professional Teaching Standards Board. Attendees must sign the Wyoming Professional Development Credit sign-in form at the conference and provide their PTSB Identification Number or Social Security Number on this form.

CRITERIA OF COURSE COMPLETION FOR DOCUMENTING CE HOURS:

All attendees must sign in at the general registration booth at the conference each morning and after lunch, each day. Attendees must participate in their courses and submit completed course evaluation forms at the end of each day. Participants seeking College Credit or contact hours must complete the appropriate participant forms. Staff will be available at general registration for assistance in locating the appropriate CE registration booth at the conference.

CERTIFICATE OF COURSE COMPLETION

will be provided to attendees that meet the criteria of course completion. Your certificate will be emailed to your *email of record*. Attendees may call Rehab Seminars if a replacement certificate is required. For those in partial attendance (arrive late or leave early), your certificate of course completion will reflect partial credit.

ADDITIONAL STATE CE APPROVAL:

Rehab Seminars has submitted applications to various state boards for recognition as an approved CE agency. Check the conference website for approvals. If you have any questions regarding CE approval, contact the CE Administrator at info@rehabseminars.org.

OTHER PROFESSIONS:

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

REGISTRATION FORM- 2019 GENERAL & SPECIAL EDUCATION CONFERENCE- WSCC- SEATTLE
March 5, 6, & 7, 2019

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

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

Name: _____
First Middle Last

Street Address: _____ City: _____ State: _____ Zip: _____

Day Phone: _____ Evening Phone: _____ Fax: _____

Position: _____ Employer/District: _____

Email: _____ 2nd Email: _____
(Email of Record: Required for confirmation)

Payment Type: Check Visa MasterCard Purchase Order #: _____

Credit Card Number: _____

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

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

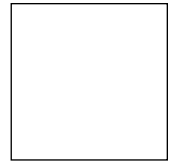
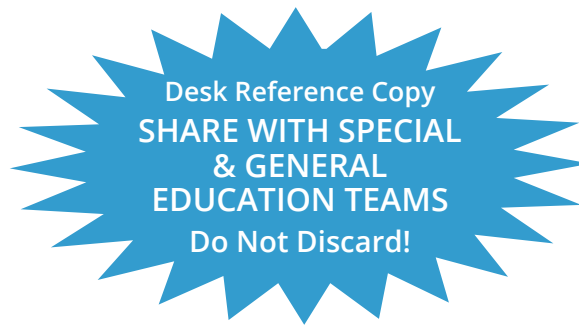
CHOOSE YOUR COURSES. Please choose **ONE** course for **each day** you attend. Courses are NOT repeated and courses are concurrent (you may switch courses or attend multiple sessions if seats are available.) ALL courses are held from 8:00 AM to 4:00 PM.

- | | | |
|---|---|---|
| DAY 1: TUESDAY, MARCH 5, 2019 | DAY 2: WEDNESDAY, MARCH 6, 2019 | DAY 3: THURSDAY, MARCH 7, 2019 |
| <input type="checkbox"/> Course #1 - The SCERTS Model: Autism & Related Dev. Disabilities, Part 1 by Dr. Prizant
<input type="checkbox"/> Course #2 - Trauma-Informed Approaches, Part 1 by Lynne DeSousa, MS
<input type="checkbox"/> Course #3 - Mindsets to Transform Behavior & Teaching by MaryAnn Brittingham, MS
<input type="checkbox"/> Course #4 - iPad Boot Camp, Part 1 by Dr. Therese Willkomm
<input type="checkbox"/> Course #5 - Mindfulness & Sensory Strategies, Part 1 by Bek Miremis, OTR/L
<input type="checkbox"/> Course #6 - Secondary Math: Using Kagan Structures by Rob Jutras, BS
<input type="checkbox"/> Course #7 - Executive Functions in the Classroom, Part 1 by Shannon Kuschel, MS
<input type="checkbox"/> Course #8 - Inclusive Classrooms for Visual Learners by Alyse Rostamizadeh, MSEd
<input type="checkbox"/> Course #9 - Dyslexia by Dr. Sandman-Hurley & Tracy Block-Zaretsky, BS
<input type="checkbox"/> Course #10 - Implementing MTSS by Dr. Marcy Stein and William Rasplica, MS | <input type="checkbox"/> Course #11 - The SCERTS Model: Autism & Related Dev. Disabilities, Part 2 by Dr. Prizant
<input type="checkbox"/> Course #12 - Trauma-Informed Approaches, Part 2 by Lynne DeSousa, MS
<input type="checkbox"/> Course #13 - ACT Instead of React by MaryAnn Brittingham, MS
<input type="checkbox"/> Course #14 - iPad Boot Camp, Part 2 by Dr. Therese Willkomm
<input type="checkbox"/> Course #15 - Mindfulness & Sensory Strategies, Part 2 by Bek Miremis, OTR/L
<input type="checkbox"/> Course #16 - Social Skills in the Classroom & Therapy by Felice Clark, SLP
<input type="checkbox"/> Course #17 - Executive Functions in the Classroom, Part 2 by Shannon Kuschel, MS
<input type="checkbox"/> Course #18 - Practical Management of Tough Kids by Dr. William Jenson
<input type="checkbox"/> Course #19 - Identification & Treatment of Neurodevelopmental Disorders by Dr. Gilbertson, Dr. Fragomeni & Dr. Isreal
<input type="checkbox"/> Course #20 - Building Student Vocabulary by William Van Cleave, MA | <input type="checkbox"/> Course #21 - Self-Injurious Behavior by Dr. Timothy Vollmer, BCBA
<input type="checkbox"/> Course #22 - Trauma-Informed Approaches, Part 3 by Lynne DeSousa, MS
<input type="checkbox"/> Course #23 - Preschool Child Development by Dr. Kristen Missall
<input type="checkbox"/> Course #24 - Assistive Technology Solutions in Minutes by Dr. Therese Willkomm
<input type="checkbox"/> Course #25 - Developing Foundational Writing Skills by William Van Cleave, MA
<input type="checkbox"/> Course #26 - Make and Take Therapy Ideas for Speech Pathologists by F. Clark, SLP
<input type="checkbox"/> Course #27 - Mind the Gap! Neuroscience & Education by S. Kuschel, MS
<input type="checkbox"/> Course #28 - Advanced Tough Kid Behavior Management by Dr. Jenson
<input type="checkbox"/> Course #29 - Critical Math Tools by Kim Sutton, MA
<input type="checkbox"/> Course #30 - Culturally Responsive Teaching by Dr. Caprice Hollins |

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

Group Discount- Take \$30.00 off each registration if you have 5 or more in your group.
 To receive your group discount, registration forms must be sent in together.
 Group discount does not apply to one day registrations. No group discounts after March 1, 2019. **TOTAL FEE:** _____

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



2019 GENERAL & SPECIAL EDUCATION CONFERENCE – SEATTLE

Circulate to:

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

2019 General & Special Education Conference – SEATTLE March 5, 6, & 7, 2019

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

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

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

8:00	Concurrent courses begin
10:00 – 10:15	Break
10:15 – 12:00	Concurrent courses continue
12:00 – 1:00	Lunch – On your own
1:00 – 2:45	Sign-in: Concurrent courses continue
2:45 – 3:00	Afternoon Break
3:00 – 4:00	Concurrent courses continue
4:00	Complete and turn in your evaluation form (Note: Break times may vary slightly. See individual course schedules.)



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