

A Professional Continuing Education Event

2020 General & Special Education Conference

PRE-K THROUGH 21 YEARS

Orlando, Florida

Wednesday, Thursday, Friday | February 12–14, 2020

CHOOSE FROM 24 INTENSIVE FULL-DAY COURSES

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

- Trauma-Informed Approaches
- School Safety Assessment
- The Zones of Regulation®
- Crisis Management and Conflict Resolution
- Understanding and Teaching the Most Challenging Students
- Growth Mindsets and Student Achievement
- Social-Emotional Learning
- Learning Disabilities and Executive Function
- Creating Assistive Technology Solutions
- Promoting Independence for Students with Autism
- Vocabulary, Literacy... and MUCH More



Western Washington
University Graduate
Credits

Professional
CE Hours:



APPROVED PROVIDER of
CONTINUING EDUCATION
by The American Occupational
Therapy Association, Inc.



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GENERAL & SPECIAL EDUCATION CONFERENCES



DAY ONE: WEDNESDAY, FEBRUARY 12, 2020

Managing Behavior & Students' Emotions K-10th Grade

Course #1 – The Behavior Code: Understanding and Teaching the Most Challenging Students Nancy Rappaport, MD, Department of Psychiatry, Harvard Medical School, Cambridge Health Alliance (pg 7)

Emotions, Learning & Executive Functions Pre-K-21 yrs

Course #2 – How Emotion Impacts the Brain's Successful Learning, What to Do About It & How to Build Powerful Executive Functions Dr. Judy Willis, MD, MEd, Board-Certified Neurologist, Santa Barbara, CA (pg 8)

Improving Students' Motivation K-21 yrs

Course #3 – Achieve Success with "I DON'T CARE" Students: Inspiring the Unmotivated MaryAnn Brittingham, MS, Family and Child Counseling, Pine Bush, NY (pg 9)

Behaviors Associated with Disabilities K-10th Grade

Course #4 – Is It Disability Behavior or Just Disruptive Behavior? Rebecca A. Moyes, MEd, Grade Point Resources, Leechburg, PA (pg 10)

Trauma-Informed Approaches K-10th Grade

Course #5 – The Integration of Trauma-Informed Approaches and Positive Behavioral Interventions and Supports within a Multi-Tiered System of Supports Framework Part 1 Lynne DeSousa, MS, School Psychologist, Denver, CO (pg 11)

Reducing Behavior Issues & Anxiety Birth-8th Grade

Course #6 – Combining Sensory and Mindfulness Strategies to Reduce Behavior Issues and Anxiety-Part 1 Bek Miremis, OTR/L, Seattle, WA (pg 12)

Autism Pre-K-21 yrs

Course #7 – Using "Cheat Sheets" to Promote Independence for Students with Autism Patrick Mulick, MS, BCBA, Consultant, Renton, WA (pg 13)

Vocabulary Development 2nd Grade-21 yrs

Course #8 – Word Smarts! Building Student Vocabulary through Morphology William Van Cleave, MA, Educational Consultant, Louisville, KY (pg 14)

DAY TWO: THURSDAY, FEBRUARY 13, 2020

Emotional Disorders Pre-K-12th Grade

Course #9 – The Neuropsychology of Emotional Disorders: A Framework for Effective Interventions Steven G. Feifer, DEd, ABSNP, Monocacy Neurodevelopmental Center, Frederick, MD (pg 15)

Executive Function & Behavior Pre-K-12th Grade

Course #10 – The Role of Executive Functions in Reading, Writing and Math: Assessment and Intervention Strategies George McCloskey, PhD, Philadelphia College of Osteopathic Medicine (pg 16)

Managing Behavior & Students' Emotions K-21 yrs

Course #11 – Achieve Success with Defiant, Emotional, and Disengaged Students MaryAnn Brittingham, MS, Family and Child Counseling, Consultant, Pine Bush, NY (pg 17)

Improving Students' Attention & Memory K-21 yrs

Course #12 – Capturing and Sustaining Learners' Attention and Constructing Durable Long-Term Memory Dr. Judy Willis, MD, MEd, Board-Certified Neurologist (pg 18)

Trauma-Informed Approaches

K-10th Grade

Course #13 – The Integration of Trauma-Informed Approaches and Positive Behavioral Interventions and Supports within a Multi-Tiered System of Supports Framework Part 2 Lynne DeSousa, MS, School Psychologist, Denver, CO (pg 19)

Autism-Social Skills

K-10th Grade

Course #14 – Teaching Social Skills: Evidence-Based Strategies for School Age Children with Autism Rebecca A. Moyes, MEd, Grade Point Resources, Leechburg, PA (pg 20)

Dyslexia & Related Reading Disabilities

K-3rd Grade

Course #15 – Dyslexia: Overview, Identification, Instruction & Intervention Part 1 Tim Odegard, PhD, Developmental Cognitive Psychologist, Middle Tennessee State University and Jennifer Flipse, PhD, Middle Tennessee State University (pg 21)

Reducing Behavior Issues & Anxiety

Birth-8th Grade

Course #16 – Combining Sensory and Mindfulness Strategies to Reduce Behavior Issues and Anxiety Part 2 Bek Miremis, OTR/L, Seattle, WA (pg 22)

DAY THREE: FRIDAY, FEBRUARY 14, 2020

Learning Disabilities

Pre-K-12th Grade

Course #17 – A Neuropsychological Approach for Identifying and Remediating Specific Learning Disorders Steven G. Feifer, DEd, ABSNP, Monocacy Neurodevelopmental Center, Frederick, MD (pg 23)

Executive Function & Behavior

Pre-K-12th Grade

Course #18 – Interventions for Executive Function Difficulties: Changing the Brain to Change Behavior George McCloskey, PhD, Philadelphia College of Osteopathic Medicine (pg 24)

The Zones of Regulation®

Pre-K-21 yrs

Course #19 – The Zones of Regulation®: Self-Regulation for Students who Struggle with Managing Their Emotions and Sensory Needs Leah Kuypers, MEd, OTR/L, Author, Consultant, Minneapolis, MN (pg 25)

Assistive Technology Solutions

Birth-Adulthood

Course #20 – Creating Assistive Technology Solutions in Minutes Therese Willkomm, PhD, ATP, Durham, NH (pg 26)

Conflict Resolution

6th Grade-12th Grade

Course #21 – Encouraging Positive Behaviors: Strategies to Resolve Conflicts for Middle and High School Students Deanna Morris, MSW, and Jelani Quinn, BA, Conflict Resolution Utd. Institute, Freeland, WA (pg 27)

Managing Behavior & Students' Emotions

Pre-K-21 yrs

Course #22 – Using "Cheat Sheets" for Addressing Behavioral Challenges for Students with Disabilities Patrick Mulick, MS, BCBA, Consultant, Renton, WA (pg 28)

Dyslexia & Related Reading Disabilities

K-3rd Grade

Course #23 – Dyslexia: Overview, Identification, Instruction & Intervention- Part 2 Tim Odegard, PhD, Developmental Cognitive Psychologist, Middle Tennessee State University and Jennifer Flipse, PhD, Middle Tennessee State University (pg 29)

School Safety

K-12th Grade

Course #24 – Keeping Our Schools Safe: A Safety Assessment Approach Nancy Rappaport, MD, Department of Psychiatry, Harvard Medical School, Cambridge Health Alliance (pg 30)

2020 Distinguished Faculty

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 35 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. *Financial disclosure: 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 9 and 17.*



Lynne DeSousa, MS, is a Multi-Tiered System of Supports Specialist and the Positive Behavioral Interventions and Supports Statewide Coordinator for the Colorado Department of Education. In more than 25 years in education, she has served as a district PBIS/Mental Health coordinator, school based PBIS facilitator, a school psychologist and a counselor. She provides guidance on how to align and integrate behavioral and mental health efforts into a layered continuum of evidence-based practices that match supports to students' needs. Specific areas of professional interest include improving the implementation of multi-tiered behavioral frameworks, social emotional learning, trauma responsive approaches, classroom management, school-wide bullying prevention and intervention, individual/small group counseling, and functional behavioral assessment and individualized behavior support planning. Her unique perspective and varied experiences have afforded her the opportunity to speak to the integration of trauma responsive practice to audiences across the country. Lynne has an M.S. in School Psychology at California State University, Fresno. *Financial disclosure: Lynne is employed by the Colorado Department of Education, and she receives speaker/consultation fees. There are no nonfinancial relationships to disclose. Lynne's full course descriptions are on pages 11 and 19.*



Steven G. Feifer, DEd, ABSNP, is an internationally renowned speaker and author in the field of learning disabilities and has authored eight books on learning and emotional disorders in children. He has nearly 20 years of experience as a school psychologist and is dually certified in school neuropsychology. Dr. Feifer was voted the Maryland School Psychologist of the Year in 2008 and awarded the 2009 National School Psychologist of the Year. He was the recipient of the 2018 Outstanding Contribution to the Education and Training of Psychologists award by the Maryland Psychological Association. Dr. Feifer serves as a consultant to a variety of school districts and is a popular presenter at state and national conferences. He has authored two tests on diagnosing learning disabilities in children; the FAR and FAM, both published by PAR. *Financial disclosure: Dr. Feifer is in private practice and receives royalties from his publisher, PAR. He receives speaking and consulting fees. There are no nonfinancial relationships to disclose. Dr. Feifer's full course descriptions are on pages 15 and 23.*



Jennifer Flipse, PhD, is the Director at the Tennessee Center for the Study and Treatment of Dyslexia at Middle Tennessee State University, where she also serves as adjunct graduate faculty. She holds a PhD in literacy studies with a concentration in literacy measurement and analysis from Middle Tennessee State University. Additionally, Jennifer has been a secondary ELA classroom educator and an RTI interventionist, and she is a Certified Academic Language Practitioner. Her research interests include creating data-driven, effective research-based interventions to maximize student achievement, analyzing student data to uncover trends using recent statistical developments, and examining the development of vocabulary knowledge and its contribution to reading comprehension. *Financial disclosure: Dr. Flipse is employed by Middle Tennessee State University. There are no nonfinancial relationships to disclose. Dr. Flipse's full course descriptions are on pages 21 and 29.*



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



Bek Miremis, MOTR/L, is an Occupational Therapist who specializes in holistic pediatric therapy. She received 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 private practice in craniosacral therapy. She currently works at Mukilteo School District in Washington State. She also teaches live continuing education classes throughout the US. *Financial disclosure: Bek is employed by Mukilteo School District and she receives speaker fees. There are no nonfinancial relationships to disclose. Bek's full course descriptions are on pages 12 and 22.*



George McCloskey, PhD is a Professor and Director of School Psychology Research in the Psychology Department of the Philadelphia College of Osteopathic Medicine and holds diplomate status with the American Academy of Pediatric Neuropsychology. He frequently presents at international, national, regional and state meetings on cognitive and neuropsychological assessment and intervention topics. Based on 20 years of research and experience working with children, adolescents, and adults exhibiting executive function difficulties, Dr. McCloskey has developed a comprehensive model of executive functions that can be used to assess executive function strengths and difficulties and guide intervention efforts. He consults with a number of school districts and private schools nationwide on issues related to improving students' self-regulation capacities in the classroom, behavior management, assessment, and intervention for executive function difficulties related to academic and behavior problems. Dr. McCloskey is the lead author of the books *Assessment and Intervention for Executive Function Difficulties* and *Essentials of Executive Functions Assessment*, and his most recent writing on interventions for executive function and executive skill difficulties appears in Chapter 10 of the book, *Essentials of Planning, Selecting, and Tailoring Interventions for Unique Learners*. He also is the author of the McCloskey Executive Functions Scales (MEFS) from Schoolhouse Educational Services. *Financial disclosure: Dr. McCloskey is employed by the Philadelphia College of Osteopathic Medicine and he receives royalties for his books from Taylor and Francis, Wiley and Schoolhouse Educational Services. Nonfinancial-There are no nonfinancial relationships to disclose. Dr. McCloskey's full course descriptions are on pages 16 and 24.*



Deanna Morris, MSW, Conflict Resolution Unlimited (CRU) Institute's Lead Trainer, has worked with CRU since 1992. She has conducted training throughout the United States, in Singapore, and in Argentina. She has worked with children in residential care and has used mediation skills to help these young people resolve conflict. Her experience also includes foster care and adoption work with families and children. In her private practice, Ms. Morris counsels with individuals and couples and provides supervised visitation for divorcing families. She holds a BA in Social Work from Whittier College and an MSW from the University of Washington. *Financial disclosure: Deanna is employed by the CRU Institute and she has a private counseling practice. Nonfinancial-There are no nonfinancial relationships to disclose. Deanna Morris' full course description is on page 27.*



Rebecca A. Moyes, MEd, is a former general education teacher in public and private schools. She has served on Pennsylvania Governor Ridge's Task Force for Autism and was a member of the PA SAFE Project for Verbal Behavior. She is the author of six books for educators who teach students with special needs. She holds a Master's in teaching and curriculum with an emphasis on special needs children. She also holds an autism certificate in PA and advanced training in applied behavior analysis. She has trained educators and parents in 43 states and in Canada. In 2009, Rebecca was charged with the task of creating a new autism

model for a private school in Pittsburgh for students with significant impairment. She now serves as consultant to four school districts in the Pittsburgh area for students with emotional disturbance, as well as for students with autism and/or severe behaviors. Recently, she has implemented four extended school year programs in various school districts. *Financial disclosure: Rebecca is the Executive Director for Grade Point Resources, receives speaking and consulting fees, and receives royalties for her publications from Jessica Kingsley and Future Horizons. There are no nonfinancial relationships to disclose. Rebecca Moyes' full course descriptions are on pages 10 and 20.*



Patrick Mulick, MEd, is a National Board-Certified Teacher, a Board-Certified Behavior Analyst, and a certified speaker, trainer, and coach with the John Maxwell Team. Patrick earned his Master's degree in special education and behavior analysis from Gonzaga University. While spending seven years educating students with disabilities, from pre-school to high school, Patrick developed a particular love for working with students with autism and behavioral challenges. Today, he works as an educational consultant and as the Autism Coordinator of the Auburn School District in Washington State. Patrick believes that in order for students to have access to a meaningful education all whom they encounter must be provided access themselves to ongoing supports that are effective and easy to implement. Patrick has committed his work to special needs learners through a hybrid of instruction and inspiration. His resources and strategies have helped simplify the complex, equipping teachers, administrators, therapists, para-educators, and bus drivers alike. *Financial disclosure: Patrick is employed by the Auburn School District, receives speaking fees, and fees (self-published) for The Ultimate Access Card, a visual support aid for students with disabilities. Nonfinancial: Patrick has a blog on best classroom practices and teacher supports. Patrick Mulick's full course descriptions are on pages 13 and 28.*



Timothy Odegard, PhD, is a professor of psychology and holds the Katherine Davis Murfree Chair of Excellence in Dyslexic Studies at Middle Tennessee State University, leading the efforts of the Tennessee Center for the Study and Treatment of Dyslexia. As a developmental cognitive psychologist, his research focuses on memory and language. His research in reading is focused on three areas: identification of children who struggle with reading, intervention for students who struggle to read, and teacher training. He is also a trained educator who has worked with students with reading disabilities. He has completed a two-year dyslexia specialist training program at Texas Scottish Rite Hospital for Children in Dallas. He serves as the associate editor of *Annals of Dyslexia* and on the editorial board of *Perspectives on Language and Literacy*. *Financial disclosure: Dr. Odegard is employed by Middle Tennessee State University. There are no nonfinancial relationships to disclose. Dr. Odegard's full course descriptions are on pages 21 and 29.*



Jelani Quinn, BA, is a Lead Trainer for Conflict Resolution Unlimited Institute (CRU). He is a trained mediator who initially received his training from CRU while he was a student in high school. He served as a mediator throughout his high school years. Jelani has a wealth of knowledge in peer mediation and the various ways in which mediation works in a school setting. Since 1995, he has served as a trainer, conducting training around the United States. He has served as an administrator for CRU contributing to the development of training materials. Jelani holds a Bachelor's Degree in both Psychology & Business Administration from the University of Washington. *Financial disclosure: Jelani is employed by the CRU Institute. There are no nonfinancial relationships to disclose. Jelani Quinn's full course description is on page 27.*



Nancy Rappaport, MD, is part-time Associate Professor of Psychiatry at Harvard Medical School and is a consulting Child and Adolescent Psychiatrist at Harvard teaching affiliate Cambridge Health Alliance with a focus on serving youth, families and staff in public schools. Her research, teaching, and clinical expertise focus on the collaboration between education and psychiatry. She has worked in school-based health centers in urban schools for over twenty years. Nancy recently received Cambridge Health Alliance's 2013 Art of Healing Award. She is the author of *In Her Wake: A Child Psychiatrist Explores the Mystery of Her Mother's Suicide* and *The Behavior Code: A Practical Guide to Understanding and Teaching the Most Challenging Students*, written with behavioral analyst Jessica Minahan. Dr. Rappaport has designed numerous courses for teachers on psychopharmacology, adolescent development, and instructional strategies for disruptive students. She has worked at the national level with the American Academy of Child and Adolescent Psychiatry. With several publications in peer-reviewed journals and multiple invited presentations, she is often called upon for her expertise at both the local and national level. She received the American Academy of Child and Adolescent Psychiatry's Sidney Berman Award for the School-Based Study and Treatment of Learning Disorders and Mental

Illness in 2012. *Financial disclosure: Dr. Rappaport receives compensation from the Department of Psychiatry, Division of Child and Adolescent Psychiatry, Cambridge Health Alliance and she receives royalties from Harvard Education Press for her publications. There are no nonfinancial relationships to disclose. Rappaport's full course descriptions are on pages 7 and 30.*



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. *Financial disclosure: William is the owner of W.V.C.ED, an educational consulting company and publisher. There are no nonfinancial disclosures. William's full course description is on page 14.*



Judy Willis, MD, MEd, a board-certified neurologist, combined her 15 years as a practicing neurologist with ten subsequent years as a classroom teacher to become a leading authority in the neuroscience of learning. With her unique background in both neuroscience and education, she has written seven books and more than 100 articles about applying neuroscience research to classroom teaching strategies. After graduating Phi Beta Kappa as the first woman graduate from Williams College, Dr. Willis attended UCLA School of Medicine, where she was awarded her medical degree. She remained at UCLA and completed a medical residency and neurology residency, including chief residency. She practiced neurology for 15 years before returning to university to obtain her teaching credentials and Master of Education degree from the University of California, Santa Barbara. She then taught in elementary and middle school for 10 years. Dr. Willis is on the adjunct faculty of the University of California Santa Barbara Graduate School of Education, and travels nationally and internationally giving presentations, workshops, and consulting about learning and the brain. She has been interviewed by *USA Today*, *Euronews*, *The Wall Street Journal*, *NBC News Education Nation*, *ABC Australia Radio*, *Lateline Australia*, *Popular Mechanics*, *Neurology Today*, *Education Week*, *Medscope Neurology*, and *Parenting Magazine* among others, and writes staff expert blogs for *NBC News Education Nation*, *Edutopia*, *Psychology Today*, and *The Guardian*. In 2011 she was selected by Edutopia as a "Big Thinker on Education." *Financial disclosure: Dr. Willis is self-employed and receives teaching and speaker fees. There are no nonfinancial relationships to disclose. Dr. Willis' full course descriptions are on pages 8 and 18.*



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 US territories and has authored 22 publications including her most recent book titled *Make A Difference Today – Assistive Technology Solutions in Minutes*. *Financial disclosure: 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 statewide assistive technology program at the University of New Hampshire's Institute on Disability. Dr. Willkomm's full course description is on page 26.*



COURSE #1 WEDNESDAY, FEBRUARY 12, 2020

The Behavior Code: Understanding and Teaching the Most Challenging Students

by Nancy Rappaport, MD, Department of Psychiatry, Harvard Medical School, Cambridge Health Alliance

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

Target Age Range: Kindergarten through 10th grade

Course Description: This interactive workshop will teach participants about classroom interventions for students who have anxiety or oppositional behavior and who may be explosive. The morning session will introduce participants to the FAIR Plan method of understanding and improving behavior in challenging students, which looks at the function of the behavior, accommodations, interventions, and response to the behavior. The impact of trauma will also be addressed, and many tools and concrete strategies will be introduced with an emphasis on helping students feel safe to accelerate learning. Participants will work together on case studies using the information presented in order to deepen their understanding.

In the afternoon, following a discussion of understanding and working with depressed students, including those who may be suicidal, the workshop will conclude with a discussion of how we can build resilience in both our students and ourselves.

Handouts will include a detailed reference list for further reading on topics covered throughout the day. Participants will also be able to discuss their own students who may be struggling in school and the possible interventions. This workshop will provide the information, skills, and concrete strategies that educators need to make a crucial difference for these students.

Course Objectives – participants will be able to:

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

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

List the elements of a FAIR behavior plan

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

Describe how to identify depressed students and understand the risk factors and warning signs for suicide

Provide four examples of how understanding learning and using humor, creativity, and empathy can help us build resilience in ourselves and our students

Course #1 Schedule Wednesday, February 12, 2020

8:00-8:15	Overview	1:30-2:00	Student video
8:15-10:45	Understanding and teaching the most challenging students	2:00-2:45	Keeping kids alive: working with depressed kids and families
10:45-11:00	Break	2:45-3:00	Break
11:00-12:30	Case studies	3:00-3:45	Resilience and turn-around kids
12:30-1:30	Lunch – on your own	3:45-4:00	Wrap-up and complete program evaluations



COURSE #2 WEDNESDAY, FEBRUARY 12, 2020

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

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

Target Age Range: Pre-Kindergarten through 21 years

Course Description: Stress can block successful attention focus, emotional self-management, and memory. It can also impair the sending of messages from the executive function control centers in the prefrontal cortex from directing higher cognitive functions and critical thinking. Neuroscience research has spotlighted stresses that cause students to "act out" or "zone out". The most frequent stressors directly linked to classroom experiences are boredom or frustration from repeated goal failure in a topic or subject. The research also reveals that these stresses, when recurrent, can change the brain's neural networks and promote a "fixed mindset" with decreased effort and motivation. You will learn about the impact of emotions and stress on learning and about keys to unlock the stress blockade. You will understand how the "video game model" applies to teaching for motivation and perseverance through achievable challenges and by helping students recognize incremental progress. You will leave with strategies to reduce the boredom and frustration that prevent the brain from working from its highest thinking and control centers. Beyond providing best emotional environment and students' skills of emotional self-management,

students need to develop their other executive functions through guided experiences. The demands of the accelerated quantity of information in each grade level, and the increasing temptations of immediate gratification from video games and social media, mean today's students need their executive functions to be at top efficiency. If left alone, these neural networks will not reach that efficiency until years after graduation. Correlations with neuroscience research provide insight into how these developing executive function networks can be strengthened by activation when instruction includes opportunities for executive function building from the earliest years of school through graduation. When instruction is planned with opportunities for executive functions, such as judgment, analysis, prioritizing, and reasoning, to be applied throughout the school years and across the curriculum, these neural networks in students' brains become stronger. Incorporating opportunities to use and activate these networks throughout learning will prepare students to reach their highest cognitive, social, and emotional potentials. You will come away with plans ready to put into action to activate these critical skill sets for all learners in all grade levels and subject areas.

Course Objectives – participants will be able to:

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

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

Demonstrate how to help students recognize incremental progress

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

Design a plan to activate the critical executive function skill sets for their specific grade levels and subject areas

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

Course #2 Schedule Wednesday, February 12, 2020

8:00-9:00	Collaboration and brain break processes, neuromyths busting, and introduction to how the brain learns	12:00-1:00	Lunch – on your own
9:00-10:00	The brain's emotional filter	1:00-2:00	Executive functions across the curriculum: organization and prioritization judgment
10:00-10:15	Break	2:00-2:45	Building judgment and risk assessment
10:15-11:00	Top-down emotional control (self-mastery and growth mindset)	2:45-3:00	Break
11:00-12:00	The video game model and other interventions for optimal motivation and perseverance	3:00-4:00	Building critical thinking, cognitive flexibility and creativity; complete evaluations



COURSE #3 WEDNESDAY, FEBRUARY 12, 2020

Achieve Success with "I DON'T CARE" Students: Inspiring the Unmotivated

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

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

Target Age Range: Kindergarten through 21 years

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

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

Course Objectives – participants will be able to:

Explain what is really behind the words of "I don't care"

Explain why contracts and rewards don't work with "I don't care" students

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

List four strategies for positive relationships with underperforming students

Adequately describe how to replace judgment with compassion

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

Demonstrate relationship building strategies you can easily incorporate into your classroom

Course #3 Schedule Wednesday, February 12, 2020

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


COURSE #4 WEDNESDAY, FEBRUARY 12, 2020 | PART ONE
Is It Disability Behavior or Just Disruptive Behavior?

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

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

Target Age Range: Kindergarten through 10th grade

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

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

Course Objectives – participants will be able to:

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

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

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

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

List the functions of behavior

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

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

Course #4 Schedule Wednesday, February 12, 2020

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


COURSE #5 WEDNESDAY, FEBRUARY 12, 2020 | PART ONE
The Integration of Trauma-Informed Approaches and Positive Behavioral Interventions and Supports within a Multi-Tiered System of Supports Framework

by Lynne DeSousa, MS, School Psychologist, Denver, CO



Target Audience: School Psychologists, School Counselors, Social Workers, Behavior Specialists, General Education Teachers, Special Education Teachers, Resource Room Teachers, Occupational Therapists, 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 support all students. This course is intended to create connections for participants in the key principles 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 page 19 for information about day 2 of this 2-day course.*

Course Objectives – participants will be able to:

Adequately describe trauma and toxic stress

Define trauma-sensitive schools

Describe how trauma impacts staff and students in the learning environment

Identify the alignment and intersections of PBIS and trauma-informed approaches

Adequately explain how to meet the needs of students using PBIS within the Multi-tiered System of Supports (MTSS) framework

Course #5 Schedule Wednesday, February 12, 2020

8:00- 9:00	Course overview and warm-up activity	12:00-1:00	Lunch – on your own
9:00- 10:00	Realizing the prevalence of trauma and its impact on development	1:00-2:00	Critical features of PBIS within a multi-tiered system of supports
10:00-10:15	Break	2:00-2:45	What is meant by trauma sensitive schools
10:15-11:00	Recognizing 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	3:00-4:00	Alignment between critical features of PBIS and trauma-informed approaches
		4:00	Complete program evaluations



COURSE #6 WEDNESDAY, FEBRUARY 12, 2020 | PART ONE
Combining Sensory and Mindfulness Strategies to Reduce Behavior Issues and Anxiety by Bek Miremis, OTR/L, Seattle, WA



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

Course Objectives – participants will be able to:

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

Course #6 Schedule Wednesday, February 12, 2020

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 #7 WEDNESDAY, FEBRUARY 12, 2020

Using “Cheat Sheets” to Promote Independence for Students with Autism

by Patrick Mulick, MS, BCBA, Consultant, Renton, WA

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

Target Age Range: Pre-Kindergarten through 21 years

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

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

Course Objectives – participants will be able to:

Describe the detrimental effects of adult proximity for students with disabilities

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

Identify the different levels of prompting and when to use them

Explain how to use contingency mapping

Explain how to promote independence during behavioral challenges

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

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

Course #7 Schedule Wednesday, February 12, 2020

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



COURSE #8 WEDNESDAY - FEBRUARY 12, 2020

Word Smarts! Building Student Vocabulary through Morphology

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

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 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 the differences between phonology and morphology and why it matters

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

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

Describe the components of a good morphology lesson

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

Course #8 Schedule Wednesday, February 12, 2020

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 #9 THURSDAY - FEBRUARY 13, 2020

The Neuropsychology of Emotional Disorders: A Framework for Effective Interventions

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

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

Target Age Range: Pre-Kindergarten through 12th grade

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

perspective. Particular focus will be on factors leading to emotional dysregulation and the neurobiological underpinnings of stress and trauma on the brain. Schools can enhance emotional wellness in children through early prevention efforts, appropriate assessment strategies, and an improved school climate to foster emotional growth for all children.

Course Objectives – participants will be able to:

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

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

Explain the neurobiological correlates for emotional dysregulation, anxiety, stress and trauma, and depressive disorders in children

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

Identify effective assessment strategies and classroom interventions for children with emotional self-regulation and behavioral disorders

Identify the five essential features to become a trauma-informed school

Course #9 Schedule Thursday, February 13, 2020

8:00-8:30	Discuss the prevalence of adolescent emotional disorders	1:00-1:30	The neuropsychology of stress and trauma
8:30-9:00	Examine trends in bullying behavior	1:30-2:00	Five pillars of a trauma-informed school
9:00-10:00	Review six key brain regions involved with emotional dysfunction	2:00-2:15	Break
10:00-10:15	Break	2:15-3:00	Classroom strategies to address emotional dysregulation
10:15-10:45	The neurobiology of empathy	3:00-3:45	Assessment strategies for emotional disorders
10:45-12:00	Temperament, parenting, attachment, and stress reduction	3:45-4:00	Question and answer
12:00-1:00	Lunch - on your own	4:00	Complete program evaluations


COURSE #10 THURSDAY, FEBRUARY 13, 2020
The Role of Executive Functions in Reading, Writing and Math: Assessment and
Intervention Strategies by George McCloskey, PhD, Philadelphia College of Osteopathic Medicine

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

Target Age Range: Pre-Kindergarten through 12th Grade

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

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

Course Objectives – participants will be able to:

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

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

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

Explain the role of executive functions in the acts of calculating and mathematical problem-solving and the impact of executive function difficulties on calculating and problem-solving

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

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

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

Course #10 Schedule Thursday, February 13, 2020

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



COURSE #11 THURSDAY, FEBRUARY 13, 2020

Achieve Success with Defiant, Emotional, and Disengaged Students

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

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

Target Age Range: Kindergarten through 21 years

Course Description: Society has changed and so have the youth we work with in schools. As educators, the obstacles we face have become greater as students' behaviors are more demanding than ever. We are all too familiar with the disruptive student whose disrespectful behavior and negative attitude challenges our patience and best teaching practices; the unmotivated student who performs below his capabilities and doesn't even seem to try; the student who lacks social skills and has impulsive behaviors that irritate his/her peers; and the student who has trouble sitting still and focusing on the lesson. There is no one approach that will work for all students all the

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

Course Objectives – participants will be able to:

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

Identify the components of a win-win classroom

Describe the four goals of misbehavior

Identify your response style

Adequately demonstrate skills to avoid turning conversations into arguments

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

Adequately discuss the difference between interventions and consequences

Course #11 Schedule Thursday, February 13, 2020

8:00-9:00	Stress and you	1:00-2:00	Use 'game on the table' to find the need behind behavior
9:00-10:00	Create a win-win environment		
10:00-10:15	Break	2:00-2:45	Meeting the needs of attention-seeking behavior
10:15-11:00	Four goals behind misbehavior	2:45-3:00	Break
11:00-12:00	Orienting strategies: increasing awareness of difficulties and setting goals for intervention	3:00-4:00	Respond to power-seeking students
		4:00	Complete program evaluations
12:00-1:00	Lunch – on your own		



COURSE #12 THURSDAY, FEBRUARY 13, 2020

Capturing and Sustaining Learners' Attention and Constructing Durable Long-Term Memory

by Dr. Judy Willis, MD, MEd, Board-Certified Neurologist

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

Target Age Range: Kindergarten through 21 years

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

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

Course Objectives – participants will be able to:

Adequately demonstrate classroom strategies to stimulate curiosity and increase attention

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

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

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

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

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

Course #12 Schedule Thursday, February 13, 2020

8:00-9:00	Collaboration & brain break processes; why apply neuroscience to teaching and how you already do so	12:00-1:00	Lunch – on your own
9:00-10:00	Attention-getting information through the attention filter	1:00-2:00	Short-term memory (encoding new memory)
10:00-10:15	Break	2:00-2:45	Neuroplasticity and narrative power
10:15-11:00	Sustaining attention and engagement	2:45-3:00	Break
11:00-12:00	Best learning experience and group collaboration and strategy application	3:00-4:00	Mental manipulation for long-term memory; complete program evaluations


COURSE #13 THURSDAY, FEBRUARY 13, 2020 | PART TWO
The Integration of Trauma-Informed Approaches and Positive Behavioral Interventions and Supports within a Multi-Tiered System of Supports Framework

by Lynne DeSousa, MS, School Psychologist, Denver, CO



Target Audience: School Psychologists, School Counselors, Social Workers, Behavior Specialists, General Education Teachers, Special Education Teachers, Resource Room Teachers, Occupational Therapists, 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 support 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 page 11 for information about day 1 of this 2-day course.

Course Objectives – participants will be able to:

Describe how to apply cognitive behavioral theory when supporting students with trauma history

Describe practical interventions, approaches, and strategies for supporting students/staff at Tier1/Tier 2

Describe how FBA/BIP can incorporate a trauma-informed lens at Tier 3

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

Course #13 Schedule Thursday, February 13, 2020

8:00-9:00	Review of content from day one	1:00-2:00	Verbal/nonverbal de-escalation and emotional regulation skills
9:00-10:00	Integrating trauma lens into existing behavioral systems	2:00-2:45	Essential components to delivering effective social skills instruction
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	Integrating trauma lens into existing behavioral systems cont.	3:00-3:30	Point cards and self-monitoring tools
11:00-12:00	Evidence-based practices in supporting students with trauma history	3:30-4:00	Action planning and reflection on next steps
12:00-1:00	Lunch - on your own	4:00	Complete program evaluations


COURSE #14 THURSDAY, FEBRUARY 13, 2020
Teaching Social Skills: Evidence-Based Strategies for School Age Children with Autism

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

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

Target Age Range: Kindergarten through 10th grade

Course Description: Registrants will become familiar with many of the pragmatic language difficulties and social behavioral difficulties inherent to individuals with autism spectrum disorder. They will learn about and become competent in using three evidence-based strategies used to

teach social replacement skills: social stories, video modeling, and peer-mediated instruction. Participants will also discover how ABA practices can be used to shape appropriate social skills. They will also discover how to use visual supports to teach needed replacement skills.

Course Objectives – participants will be able to:

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

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

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

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

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

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

Describe four ways to incorporate visuals to support difficult social behavior

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

Course #14 Schedule Thursday, February 13, 2020

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



COURSE #15 THURSDAY - FEBRUARY 13, 2020 | PART ONE

Dyslexia: Overview, Identification, Instruction and Intervention by Tim Odegard, PhD, Developmental Cognitive Psychologist and Jennifer Flipse, PhD, Middle Tennessee State University



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

Target Age Range: Kindergarten through 3rd Grade

Course Description Day One:

Identification of Skill Deficit for Intervention; Overview of Reading Instruction

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

of reading skills, components of a balanced literacy plan, the identification of characteristics of dyslexia, and the assessment process of universal screeners and RTI to inform decisions related to instruction.

See page 29 for information about day 2 of this 2-day course.

Course Objectives – participants will be able to:

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

Differentiate between universal screening and the survey level assessment process

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

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

Identify common universal screeners implemented with RTI

Adequately describe the relationship between skill deficits and differentiation of instruction

Course #15 Schedule Thursday, February 13, 2020

8:00-9:00	Overview of reading instruction	1:00-2:00	Identification of skill deficits for intervention
9:00-10:00	RTI and dyslexia		
10:00-10:15	Break	2:00-2:45	Planning intervention based on assessment
10:15-11:00	Screening for dyslexia	2:45-3:00	Break
11:00-12:00	Drilling to deficit	3:00-4:00	Case study: planning intervention
12:00-1:00	Lunch – on your own	4:00	Complete program evaluations



COURSE #16 THURSDAY, FEBRUARY 13, 2020 | PART TWO
Combining Sensory and Mindfulness Strategies to Reduce Behavior Issues and Anxiety by Bek Miremis, OTR/L, Seattle, WA



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

Target Age Range: Birth through 8th grade

Course Description Day Two:
Mindfulness, Foundations and Strategies

Our modern world is busy, and many of us experience anxiety. Our kids are no exception. They are often overwhelmed, and some of them have special conditions that make it even harder to integrate their experiences and create a coherent response. The result is an epic level of sleep and behavioral issues in our children, in both general and special education. This two-day course posits that sensory strategies combined with mindfulness practice will reduce these feelings of unrest and improve children's comfort and their ability to learn. On 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 nonreligious 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 12 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 #16 Schedule Thursday, February 13, 2020

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



COURSE #17 FRIDAY, FEBRUARY 14, 2020

A Neuropsychological Approach for Identifying and Remediating Specific Learning Disorders

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

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

Target Age Range: Pre-Kindergarten through 12th Grade

Course Description: The emerging field of cognitive neuroscience has provided educators with a brief glimpse of the basic neural mechanisms involved with academic learning. Therefore, the fundamental aim of this workshop will be to examine reading, writing, and math disorders from a brain-based educational perspective. The primary focus will be to classify learning disorders into distinct categories or subtypes based upon critical neurodevelopmental markers inherent within the child. There will be a discussion linking each learning subtype with scores of evidence-based

interventions. In addition, four universal truths when teaching reading will be shared, as well as five essential steps for effective written language instruction, and keys to building mathematical literacy will be featured. The role of phonological processing, orthographic processing, working memory, visual-spatial functioning, language development, and executive functioning will be discussed as being crucial for effective learning skills to emerge.

Course Objectives – participants will be able to:

Describe current literacy rates in the United States as well as basic trends in reading, writing, and math achievement

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

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

Describe five essential steps for effective written language instruction

Describe how anxiety can impact learning and test-taking behavior, and explore the relationship between anxiety and cognitive functioning

Explain why the Feifer Assessment of Reading (FAR) and Feifer Assessment of Math (FAM) are a more viable means to both diagnose and remediate subtypes of learning disorders using a process-oriented approach to assessment

Course #17 Schedule Friday, February 14, 2020

8:00-9:00	Define developmental dyslexia and the four universal truths of reading	1:00-1:30	Five essential steps to enhance written production
9:00-9:45	Four subtypes of reading disorders and interventions	1:30-1:45	International trends in mathematics
9:45-10:00	An introduction to the Feifer Assessment of Reading	1:45-2:45	Cognitive constructs and math and how to build a math brain
10:00-10:15	Break	2:45-3:00	Break
10:15-11:30	Cognitive constructs involved with written expression	3:00-3:30	Three subtypes of math disorders and interventions
11:30-12:00	Three main subtypes of written language disorders	3:30-3:45	An introduction to the Feifer Assessment of Math
12:00-1:00	Lunch – on your own	3:45-4:00	Questions and answers and complete program evaluations

**COURSE #18 FRIDAY, FEBRUARY 14, 2020****Interventions for Executive Function Difficulties: Changing the Brain to Change Behavior**

by George McCloskey, PhD, Philadelphia College of Osteopathic Medicine

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

Target Age Range: Pre-kindergarten through 12th grade

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

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

Course Objectives – participants will be able to:

Adequately describe a comprehensive model of executive functions

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

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

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

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

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

Course #18 Schedule Friday, February 14, 2020

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



COURSE #19 FRIDAY, FEBRUARY 14, 2020

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

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

Target Age Range: Pre-kindergarten through 21 years

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

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

Course Objectives – participants will be able to:

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

Course #19 Schedule Friday, February 14, 2020

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



COURSE #20 FRIDAY, FEBRUARY 14, 2020

Creating Assistive Technology Solutions in Minutes

by Therese Willkomm, PhD, ATP, Durham, NH

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 enable 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, materials, 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, or 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

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

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

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

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

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

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

Course #20 Schedule Friday, February 14, 2020

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 evaluations



COURSE #21 FRIDAY, FEBRUARY 14, 2020

Encouraging Positive Behaviors: Strategies to Resolve Conflicts for Middle and High School Students by Deanna Morris, MSW, and Jelani Quinn, BA, Conflict Resolution Ultd. Institute, Freeland, WA

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

Target Age Range: 6th Grade through 12th Grade

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

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

Course Objectives – participants will be able to:

Adequately describe three different methods of conflict resolution

List three commonly reported reasons why students do not feel they are 'fitting in' in high school

List three effective intervention strategies in response to bullying in the classroom and throughout the school

List three common concerns reported by LGBTQ students

List three ways that faculty can encourage openness and communication with students

Demonstrate understanding of how to use peer mediation, mentoring, stories and discussion to increase students' awareness of bullying and exclusionary practices and to resolve conflicts

List three strategies or programs that can be effective ways to change school climate

Course #21 Schedule Friday, February 14, 2020

8:00-9:00	Introduction: Ways to deal with Conflict Video: <i>My Name is Sophie</i>	1:00-1:45	Video: <i>How Could It be Better:</i> Part Four: 'How Teachers Can Open Their Doors' discussion
9:00-10:00	Video: <i>How Could It be Better:</i> Part One: 'Fitting In' discussion	1:45-2:45	Using peer mediation, mentoring, stories and discussion to create awareness, resolve conflict, and enhance school climate
10:00-10:15	Break		
10:15-11:15	Video: <i>How Could It be Better:</i> Part Two: 'Bullying' discussion	2:45-3:00	Break
11:15-12:00	Video: <i>How Could It be Better:</i> Part Three: 'LGBTQ' discussion	3:00-4:00	Interactive discussion on developing strategies to deal with to deal with and prevent bullying, harassment and exclusion; complete program evaluations
12:00-1:00	Lunch – on your own		



COURSE #22 FRIDAY, FEBRUARY 14, 2020

Using "Cheat Sheets" for Addressing Behavioral Challenges for Students with Disabilities

by Patrick Mulick, MS, BCBA, Consultant, Renton, WA

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

Target Age Range: Pre-Kindergarten through 21 years

Course Description: Rarely are the complex needs of a student with a disability met through a simple solution. It requires doing the basics very well and then individualizing efforts based on what the child has taught you about them. In this highly interactive and engaging course, Patrick Mulick will show how to discuss and model the basics of behavior prevention to staff in schools. He will then show how staff

can go the distance to individualize their efforts to reach more positive behavioral outcomes sooner. For every concept that is discussed, a user-friendly "cheat sheet" will be provided. This course is sure to leave attendees heavily equipped and inspired to meet the needs of the students with disabilities whom they support.

Course Objectives – participants will be able to:

Describe how to prioritize which behavior to address first with a student

Describe how to establish a positive relationship with a student with a disability

Describe how to navigate identifying reinforcers

Describe how to teach data collection procedures to other school staff

Identify the functions of behavior and how they link to interventions

Identify how to support a student who is escalated vs. a student who is not

Identify three appropriate proactive strategies to address behavior

Course #22 Schedule Friday, February 14, 2020

8:00-9:00	Breaking down behavioral challenges in a way that one can digest	12:00-1:00	Lunch – on your own
9:00-10:00	Identifying the role of reinforcement in helping change behavior	1:00-2:45	Supporting students through escalations
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	Boldly taking students where they have never gone before with data	3:00-4:00	Stopping behaviors before they ever happen
11:00-12:00	Bridging the gap between data and classroom interventions	4:00	Complete program evaluations


COURSE #23 FRIDAY, FEBRUARY 14, 2020 | PART TWO
Dyslexia: Overview, Identification, Instruction and Intervention

by Tim Odegard, PhD, Developmental Cognitive Psychologist, Middle Tennessee State University and Jennifer Flipse, PhD, Middle Tennessee State University



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

Target Age Range: Kindergarten through 3rd Grade

Course Description Day Two:
Interventions for Dyslexia: Tools to Use

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

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

See page 21 for information about day 1 of this 2-day course.

Course Objectives – participants will be able to:

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

Demonstrate an ability to plan a decoding and spelling lesson

Demonstrate an ability to plan a fluency lesson

Demonstrate an ability to set goals for progress monitoring

Demonstrate an ability to plan lessons to address background knowledge

Demonstrate an ability to plan a vocabulary lesson

Course #23 Schedule Friday, February 14, 2020

8:00-9:00	Intervention for phonological awareness, letter knowledge, and phonics	1:00-2:00	Intervention for comprehension: background knowledge
9:00-10:00	Intervention for decoding & spelling	2:00-2:45	Intervention for comprehension: vocabulary knowledge
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	Intervention for fluency	3:00-4:00	Tools to use
11:00-12:00	Progress monitoring	4:00	Complete program evaluations
12:00-1:00	Lunch – on your own		



COURSE #24 FRIDAY, FEBRUARY 14, 2020

Keeping Our Schools Safe: A Safety Assessment Approach by Nancy Rappaport, MD,
Department of Psychiatry, Harvard Medical School, Cambridge Health Alliance

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

Target Age Range: Kindergarten through 12th Grade

Course Description: This workshop will provide a roadmap to creating a safety assessment team, allowing participants to understand how this team should work as part of a robust approach to school safety. Dr. Rappaport will detail her comprehensive school safety assessment approach for students whose behavior raises concern about their potential for violence. Every school must be familiar with the basic concepts for quickly and comprehensively assessing the safety of students who are volatile and may make threats, write a hit list, destroy property, or post concerning content online. The safety assessment model emphasizes understanding the context of the behavior and helping adults mobilize the resources needed to address the student's and family's needs and enhance the student's safety, connection, and well-being.

Participants will learn how to create guidelines for safety assessment and get buy-in from the school, how the safety assessment team fits with other parts of a school safety plan, how to differentiate transient versus substantive threats, which key questions to ask, and how to effectively communicate with families. They will collaborate to use role-play to practice interviewing students and reaching out to families and will work on case studies that will allow them to apply the principles they have learned and learn from each other's rich experience, as well as from Dr. Rappaport. Participants will leave having considered how to take what they have learned and take the next steps in planning, developing, or implementing a safety assessment plan for their school.

Course Objectives – participants will be able to:

Describe how an effective safety assessment team fits into a comprehensive approach to school safety

Differentiate between substantive and transient threats and provide critical information to stakeholders

Identify three key warning signs for violence

List three key questions to ask students

Describe strategies to communicate more effectively with families

Explain how to work with other school personnel to put an action plan in place

Course #24 Schedule Friday, February 14, 2020

8:00-8:15	Overview	1:00-2:30	A mindful approach to communication around conflict
8:15-10:30	Safety assessments	2:30-2:45	Break
10:30-10:45	Break	2:45-4:00	Implementing threat assessment
10:45-12:00	Case studies	4:00	Complete program evaluations
12:00-1:00	Lunch – on your own		



DoubleTree by Hilton Hotel at SeaWorld

LOCATION: The conference will be held at the DoubleTree by Hilton Hotel at SeaWorld, 10100 International Drive, Orlando, Florida. Nestled in 28 acres of lush palm trees and tropical fountains, the DoubleTree by Hilton Hotel at SeaWorld is the largest DoubleTree in the world. You will have access to two on-site swimming pools, a billiards table, and a bevy of outdoor activities in the Florida sunshine. Grab a cocktail from Barefoot Bar and lounge by the pool or visit Laguna for sweet and savory entrées that will satisfy your palate. The DoubleTree is conveniently located within walking distance to SeaWorld® and is a short trip from Orlando's greatest amusement parks, including Universal Studios and Walt Disney World®. You can hop on a complimentary shuttle to SeaWorld® and Universal Studios or enjoy a shuttle ride to Disney World® for a nominal fee.

FROM THE AIRPORT: To reach the hotel from Orlando International Airport, take the Beachline Expressway west to the International Drive / SeaWorld exit. Turn left (south on International Drive). The DoubleTree Hotel Orlando at SeaWorld is on the right, at the next traffic light. Taxis and shuttles are available on the Ground Transportation level of the airport.



DOUBLETREE ORLANDO SEAWORLD HOTEL

Discounted Rooms: A block of discounted rooms is reserved at the DoubleTree Orlando SeaWorld, where the conference will take place. The current discounted room rate is \$165 per night plus taxes for single and double occupancy; \$185 for triple occupancy, and \$205 for quad occupancy. Discounted rooms are limited, so book early! Make your reservation by January 18, 2020 to receive the discounted room rate. You can book your discounted room online at rehabseminars.org or by calling the hotel at 407-352-1100 and mentioning the "2020 General & Special Education Conference."

CONFERENCE REGISTRATION: Visit rehabseminars.org to register online or mail or fax registration forms to: Rehab Seminars, PO Box 2450, Vashon, WA, fax: (206) 749-9995.

CONFERENCE REGISTRATION CONFIRMATION:

A conference registration confirmation will be emailed to you upon receipt of your registration form.

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 (206) 749-9995.

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 available to groups attending 2 or more days of the conference, not to single day registrations. Registrations cannot be shared.

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. 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 rehabseminars.org.

CANCELLATION POLICY: If a cancellation is received more than 30 days before the first conference day, registration will be refunded less a 20% processing fee. There are no refunds for cancellations received 30 or fewer days before the first conference day. Substitutions are always welcome.

DOWNLOAD YOUR HANDOUTS: Please download your handouts prior to the conference. All attendees will receive a password and link via email with instructions for accessing the course handouts. Handouts will be available on the website for 10 days after the event.

CELL PHONES: Please turn off your cell phone during sessions to avoid disrupting the presenter and other attendees.

NAME BADGES: Attendees who are pre-registered may pick up their name badges from 7:00-8:00 AM 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 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 please email info@rehabseminars.org to report an error in your name.

CONFERENCE INFORMATION: All conference updates will be communicated through email. If you need to change your primary email address, please contact info@rehabseminars.org.

SIGN-IN SHEETS: All attendees are required to sign in at registration each morning and after lunch each day. The original signature of the registrant is required. Signing for another attendee is strictly prohibited.

PRIVACY POLICY: Rehab Seminars will never share your personal information with vendors, exhibitors or companies promoting their services. If you request continuing education credits, some of your information may be shared with accrediting agencies.

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

INTERNET AND WI-FI: Wi-fi internet access will be available at the conference.

BOOKSTORE: Relevant educational books, therapy materials, and related products will be displayed and available for purchase at the conference bookstore.

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 rehabseminars.org and attendees registered for that course will be notified by email.



SPECIAL ARRANGEMENTS:

If you require special arrangements, please call (206) 749-9995 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: Certificates of Course Completion will be provided to all participants, 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. 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). If your licensing board requires additional documentation from Rehab Seminars, contact the CE Administrator at: (206) 749-9995. Participants requesting NASP, APA, NASW, ASHA, or Washington OSPI Clock Hours, must go to the respective CE booth at registration and sign up for hours at the event.

FLORIDA EDUCATORS:

Please coordinate with your school district's professional development office to receive in-service points. For many districts, a certificate of course completion and the conference course catalog will be the needed documentation. You may also opt for graduate credit through Western Washington University. To receive WWU credit you must attend all 3 days of the conference. Western Washington University is accredited by the Northwest Commission on Colleges and Universities (formerly The Northwest Association of Secondary and Higher Schools).



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. Prerequisite: Entry level degree in professional area of specialization. Credits: 2 (graduate level). Grade Mode: S/U. How to register: Required materials are available online at rehabseminars.org, and at the WWU registration table at the conference. In order to earn WWU credits, BEFORE LEAVING the conference you must: 1) attend sessions and meet completion requirements for the entire three-day event; 2) submit the completed written assignment, registration form, and course evaluations as a packet; and 3) submit payment in full to WWU. Cost: \$101 for 2 college credits. For additional details, visit rehabseminars.org.



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 (provider #308).



OCCUPATIONAL THERAPISTS & OCCUPATIONAL THERAPY

ASSISTANTS: Rehab Seminars is an

American Occupational Therapy Association Approved Provider (#6274). 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. Courses 1, 2, 3, 4, 5, 6, 7, 9, 11, 12, 13, 14, 16, 18, 19, 20, 21, 22, and 24 are available for AOTA credit.



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. **Courses 1, 2, 3, 5, 6, 9, 10, 11, 12, 13, 16, 17, 18, 20, and 24 are available for APA credit.**

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

This program has been approved by the **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.

**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).

CRITERIA OF COURSE COMPLETION FOR DOCUMENTING CE HOURS:

All attendees must sign in at the conference registration booth 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 contact Rehab Seminars if a replacement certificate is required. For those in partial attendance (arriving late or leaving 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 conference day 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 General & Special Education Conference – Orlando

February 12, 13, and 14, 2020

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, PO Box 2450, Vashon, WA, (206) 749-9995, fax: (206) 749-9995. 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: _____	
<small>(Email of Record: Required for confirmation)</small>			
Payment Type: <input type="checkbox"/> Check <input type="checkbox"/> Visa <input type="checkbox"/> MasterCard <input type="checkbox"/> Purchase Order #: _____			
Credit Card Number: _____			
Signature: _____		Expiration Date: _____	CVC Code: _____
		<small>(3-digit number on back of card)</small>	
Street Address: _____		City: _____	State: _____ Zip: _____
<small>(Where credit card statement is mailed)</small>			

CHOOSE YOUR COURSES. Please choose **ONE** course for **each day** you attend.
(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: WEDNESDAY, FEBRUARY 12, 2020	DAY 2: THURSDAY, FEBRUARY 13, 2020	DAY 3: FRIDAY, FEBRUARY 14, 2020
<input type="checkbox"/> Course #1 - The Behavior Code: Understanding and Teaching the Most Challenging Students, by Dr. Nancy Rappaport <input type="checkbox"/> Course #2 - How Emotion Impacts the Brain's Successful Learning, What to Do About It & How to Build Powerful Executive Functions, by Dr. Judy Willis <input type="checkbox"/> Course #3 - Achieve Success with "I DON'T CARE" Students: Inspiring the Unmotivated, by MaryAnn Brittingham <input type="checkbox"/> Course #4 - Is It Disability Behavior or Just Disruptive Behavior?, by Rebecca A. Moyes <input type="checkbox"/> Course #5 - Integration of Trauma-Informed Approaches and Positive Behavioral Interventions within a Multi-Tiered System of Supports Part 1 , by Lynne DeSousa <input type="checkbox"/> Course #6 - Combining Sensory and Mindfulness Strategies to Reduce Behavior Issues and Anxiety Part 1 , by Bek Miremis <input type="checkbox"/> Course #7 - Using "Cheat Sheets" to Promote Independence for Students with Autism, by Patrick Mulick <input type="checkbox"/> Course #8 - Word Smarts! Building Student Vocabulary through Morphology, by William Van Cleave	<input type="checkbox"/> Course #9 - The Neuropsychology of Emotional Disorders: A Framework for Effective Interventions, by Steven G. Feifer <input type="checkbox"/> Course #10 - The Role of Executive Functions in Reading, Writing and Math: Assessment & Intervention Strategies, by George McCloskey <input type="checkbox"/> Course #11 - Achieve Success with Defiant, Emotional, and Disengaged Students, by MaryAnn Brittingham <input type="checkbox"/> Course #12 - Capturing and Sustaining Learners' Attention and Constructing Durable Long-term Memory, by Dr. Judy Willis <input type="checkbox"/> Course #13 - Integration of Trauma-Informed Approaches and Positive Behavioral Interventions within a Multi-Tiered System of Supports Part 2 , by Lynne DeSousa <input type="checkbox"/> Course #14 - Teaching Social Skills: Evidence-Based Strategies for School Age Children with Autism, by Rebecca A. Moyes <input type="checkbox"/> Course #15 - Dyslexia: Overview, Identification, Instruction and Intervention, Part 1 , by Tim Odegard and Jennifer Flipse <input type="checkbox"/> Course #16 - Combining Sensory and Mindfulness Strategies to Reduce Behavior Issues and Anxiety Part 2 , by Bek Miremis	<input type="checkbox"/> Course #17 - A Neuropsychological Approach for Identifying and Remediating Specific Learning Disorders, by Steven G. Feifer <input type="checkbox"/> Course #18 - Interventions for Executive Function Difficulties: Changing the Brain to Change Behavior, by George McCloskey <input type="checkbox"/> Course #19 - The Zones of Regulation®: Self-Regulation for Students who Struggle with Managing Their Emotions and Sensory Needs, by Leah Kuypers <input type="checkbox"/> Course #20 - Creating Assistive Technology Solutions in Minutes, by Therese Willkomm <input type="checkbox"/> Course #21 - Encouraging Positive Behaviors: Strategies to Resolve Conflicts for Middle and High School Students, by Deanna Morris and Jelani Quinn <input type="checkbox"/> Course #22 - Using "Cheat Sheets" for Addressing Behavioral Challenges for Students with Disabilities, by Patrick Mulick <input type="checkbox"/> Course #23 - Dyslexia: Overview, Identification, Instruction and Intervention Part 2 , by Tim Odegard and Jennifer Flipse <input type="checkbox"/> Course #24 - Keeping Our Schools Safe: A Safety Assessment Approach, by Nancy Rappaport

FEE SUMMARY:

Check One

<input type="checkbox"/> One Day Registration Fee	<input type="checkbox"/> \$235.00	<input type="checkbox"/> \$265.00	<input type="checkbox"/> \$299.00
<input type="checkbox"/> Two Day Registration Fee	<input type="checkbox"/> \$399.00	<input type="checkbox"/> \$449.00	<input type="checkbox"/> \$499.00
<input type="checkbox"/> Three Day Registration Fee	<input type="checkbox"/> \$499.00	<input type="checkbox"/> \$549.00	<input type="checkbox"/> \$599.00

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.....**TOTAL FEE:** _____

Registration less a 20% processing fee is refundable if cancellation occurs more than 30 days before conference start date.

No refunds for cancellations 30 days or less before conference start date. Substitutions are always welcome.

Register at rehabseminars.org, or by phone, mail, or fax



PO BOX 2450, VASHON, WA, 98070
(206) 749-9995

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

2020 GENERAL & SPECIAL EDUCATION CONFERENCE

Circulate to:

- ☐ General Education Teachers K-12,
Special Education Teachers, Resource Room
Teachers, ELL Teachers and Autism Specialists
- ☐ AAC and Assistive Technology Specialists
- ☐ 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

2020 General & Special Education Conference – Orlando February 12, 13, & 14

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.

Register online at:
www.rehabseminars.org

Phone: (206) 749-9995
Fax: (206) 749-9995

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.)

