

A Professional Continuing Education Event

2020 General & Special Education Conference

PRE-K THROUGH 21 YEARS

Live Virtual Event

Wednesday, Thursday, Friday | May 13–15, 2020

CHOOSE FROM 18 INTENSIVE FULL-DAY COURSES

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

- Trauma-Informed Approaches
- The SCERTS Model
- Understanding and Teaching Challenging Students
- Social-Emotional Learning
- Co-teaching and Collaboration
- PEERS® Social Skills Certification
- Dyslexia
- Motivating Struggling Learners
- Vocabulary, Literacy... And MUCH more



Western Washington
University Graduate
Credits

Professional
CE Hours:



Sponsored by:

REHAB SEMINARS
GENERAL & SPECIAL EDUCATION CONFERENCES



DAY ONE: WEDNESDAY, MAY 13, 2020

Autism & Developmental Disorders 8 months-Adulthood

Course #1 – The SCERTS Model: A Comprehensive Educational Approach for Individuals with Autism Spectrum Disorders and Related Developmental Disabilities

Amy Laurent, Ph.D., OTR/L (pg 6)

Social Skills 6th Grade-21 years

Course #2 – PEERS® for Adolescents Certified School-Based Training - Part 1

Shannon Bates, PsyD, UCLA PEERS® Clinic (pg 7)

Managing Behavior & Emotions 3 years-5th Grade

Course #3 – Building Positive Connections: Understanding, Preventing, and Responding Effectively to Students' Challenging Behavior

Barbara Kaiser, MA in Educational Administration and Policy Studies, Author (pg 8)

Trauma-Informed Approaches K-10th Grade

Course #4 – 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 (pg 9)

Dyslexia Interventions K-21 years

Course #5 – Defining Dyslexia and Understanding Appropriate Interventions - Part 1

Kelli Sandman-Hurley, EdD and Tracy Block-Zaretsky, BA, Dyslexia Training Institute (pg 10)

Literacy and Writing 2nd Grade-21 years

Course #6 – From Words to Works! Developing Foundational Writing Skills in Students of All Ages

William Van Cleave, MA, Educational Consultant (pg 11)

DAY TWO: THURSDAY, MAY 14, 2020

Managing Behavior & Student Emotions Birth-10th Grade

Course #7 – Preventing Problem Behavior: An Emotional Regulation Relationship-Based Approach

Amy Laurent, Ph.D., OTR/L (pg 12)

Social Skills 6th Grade-21 years

Course #8 – PEERS® for Adolescents Certified School-Based Training - Part 2

Shannon Bates, PsyD, UCLA PEERS® Clinic (pg 13)

Managing Behavior & Emotions 3 years-5th Grade

Course #9 – How Administrators and Specialists Can Support Students, Families and Teachers When There Is a Student with Challenging Behavior at the School

Barbara Kaiser, MA, Author (pg 14)

Trauma-Informed Approaches K-10th Grade

Course #10 – 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 (pg 15)

Dyslexia Interventions

K-21 years

Course #11 – Defining Dyslexia and Understanding Appropriate Interventions - Part 2

Kelli Sandman-Hurley, EdD, and Tracy Block-Zaretsky, BA, Dyslexia Training Institute (pg 16)

Co-teaching and Collaboration

K-21 years

Course #12 – Best Practices in Co-teaching and Collaboration: The HOW of Implementing the Models

Susan Fitzell, MEd (pg 17)

DAY THREE: FRIDAY, MAY 15, 2020

Motivation and Mindset

K-21 years

Course #13 – Powerful Strategies to Motivate and Boost the Success of Your Struggling Learners

Susan Fitzell, MEd (pg 18)

Social Skills

6th Grade-21 years

Course #14 – PEERS® for Adolescents Certified School-Based Training - Part 3

Shannon Bates, PsyD, UCLA PEERS® Clinic (pg 19)

Managing Behavior & Emotions

All ages

Course #15 – Teaching In the Age of COVID-19: Finding Resilience In the Wake of Trauma

Barbara Kaiser, MA, Author (pg 20)

Trauma-Informed Approaches

K-10th Grade

Course #16 – The Integration of Trauma-Informed Approaches and Positive Behavioral Interventions and Supports within a Multi-Tiered System of Supports Framework - Part 3

Lynne DeSousa, MS, School Psychologist (pg 21)

Literacy and Writing

2nd Grade-21 years

Course #17 – Word Smarts! Building Student Vocabulary Through Morphology

William Van Cleave, MA, Educational Consultant (pg 22)

Autism & Developmental Disorders

All Ages

Course #18 – Evidence-Based Educational Practices for Learners with Autism: Improve Outcomes with Applied Behavior Analysis

Bridget A. Taylor, PsyD, BCBA-D (pg 23)

2020 Distinguished Faculty

Rehab Seminars has assembled educational and scientific experts from across the North America 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:



Shannon Bates, PsyD, is a licensed clinical psychologist at the UCLA PEERS Clinic. She serves as the Parent/Social Coaching group facilitator for the *PEERS for Preschoolers*, *PEERS for Adolescents*, and *PEERS for Young Adults* treatment groups. Within this role, she teaches ecologically valid strategies for developing meaningful friendships and romantic relationships. Additionally, Dr. Bates leads the *PEERS Training Seminars* and *PEERS Boot Camps* at UCLA, as well as some off-site training seminars. Dr. Bates was the UCLA PEERS Clinic Coordinator from 2010 to 2012, during which time she led teen, young adult, and parent/caregiver groups. She also co-led domestic and international PEERS Training Seminars alongside Dr. Laugeson. Dr. Bates obtained her undergraduate degree at Virginia Tech and her PsyD in Clinical Psychology from Pepperdine University. She completed her internship training at the VA Sepulveda Ambulatory Care Center and her postdoctoral fellowship at the VA Long Beach Healthcare System, where she specialized in the treatment of young adults and adults with severe mental illness, including trauma, chronic depression, addiction, suicidality, and self-harm. Dr. Bates will be opening a private practice in Los Angeles in Fall 2019. *Financial disclosure: Dr. Bates receives teaching and speaking fees, is employed by UCLA, and is in private practice. There are no non-financial relationships to disclose. Dr. Bates' full course descriptions are on pages 7, 13, and 19.*



Tracy Block-Zaretsky, BA, is the co-founder of the Dyslexia Training Institute. She has provided remediation for children and adults with dyslexia for the past 20 years and has developed and taught workplace and family literacy programs. She is a certified special education advocate assisting parents and children through the Individual Education Plan (IEP) and 504 Plan processes. She is a past President of the San Diego Branch of the International Dyslexia Association. Tracy has training in Structured Word Inquiry, the Orton-Gillingham approach, Lindamood-Bell programs, Read Naturally and a variety of reading and writing assessments. She co-created and produced *Dyslexia for a Day: A Simulation of Dyslexia*. *Financial disclosure: Tracy receives teaching and speaking fees from the Dyslexia Training Institute. There are no non-financial relationships to disclose. Tracy Block-Zaretsky's course descriptions are on pages 10 and 16.*



Lynne DeSousa, MS, is a Multi-Tiered System of Supports (MTSS) specialist and the Positive Behavioral Interventions and Supports (PBIS) statewide coordinator for the Colorado Department of Education. In more than 25 years in education, she has served as a district PBIS/Mental Health coordinator, school-based PBIS facilitator, a school psychologist and a counselor. Paramount to these experiences have been the ability to provide guidance on how to align and integrate various behavioral and mental health efforts into a layered continuum of evidence-based practices that match supports to student need. 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 across tiers of supports to audiences across the country. Lynne has an MS in School Psychology from California State University, Fresno. *Financial disclosure: Lynne is employed by the Colorado Department of Education, and she receives speaker/consultation fees. There are no non-financial relationships to disclose. Lynne DeSousa's course descriptions are on pages 9, 15, and 21.*



Susan Fitzell, MEd, started teaching in 1980. In 1993, while co-teaching at the high school level, she began writing and presenting for educators with a vision of helping other teachers navigate the inclusive educational landscape. Since then, she has spent more than 25 years on-site in schools throughout the United States, Canada, and Europe helping school leaders, teachers, and specialists to reach their goals. Her positive, empowering, and affirming approach to training and coaching mitigates the anxiety of sharing responsibility in the inclusive classroom and promotes success for ALL learners.

An author of over a dozen books for educators, she is a dynamic, internationally recognized speaker as well as an innovative change agent, compassionate coach, and effective productivity and learning expert. After working with Susan, clients are more efficient, productive, and effective. *Financial disclosure: Susan receives teaching and speaking fees and she receives book royalties from Corwin, and Cogent Catalyst Publications. There are no non-financial relationships to disclose. Susan Fitzell's full course descriptions are on pages 17 and 18.*



Barbara Kaiser, MA, is a graduate of McGill University's Master's Program in Educational Administration, and is the co-author of *Challenging Behavior in Young Children: Understanding, Preventing and Responding Effectively* 4th Edition (2017 Pearson Education) and *Challenging Behavior in Elementary and Middle School: Understanding, Preventing and Responding Effectively* (Allyn & Bacon 2008). She has also taught part-time in the Faculty of Education at Concordia University and College Marie Victorin in Montreal, Quebec and Acadia University in Wolfville, Nova Scotia.

In addition to presenting workshops and keynote speeches on the topic of challenging behavior and related issues in the United States, Canada, Australia, Singapore, and Mauritius, Barbara was the chief consultant for the regional project, Addressing Youth Violence: An Intersectoral, Integrated Approach for Western Nova Scotia, and developed a comprehensive and holistic intervention designed to address and prevent violence among young people between the ages of 4 and 15 and a webinar series and guide addressing bullying behavior for the Nova Scotia Department of Education. She also developed a teacher training video program focused on managing children's challenging behavior, *Challenging Behaviors: Where do we begin?* with Family Communications Inc. (Mr. Rogers' Neighborhood) and *Facing the Challenge*, with Devereux Center for Resilient Children, (DCRC) in the United States. *Financial disclosure: Barbara Kaiser receives speaking fees. She receives book royalties from Pearson and Allyn & Bacon. There are no non-financial relationships to disclose. Barbara Kaiser's full course descriptions are on pages 8, 14, and 20.*



Amy Laurent, Ph.D., OTR/L, is a developmental psychologist and a registered pediatric occupational therapist. She is also the co-director and co-founder of Autism Level UP!, a neurodiverse partnership aiming to provide accessible resources, consultation, training and services that are informed by and developed in collaboration with the autistic community. She specializes in supporting autistic children and related developmental disabilities, as well as families, teachers, and administrators. The majority of Amy's work involves collaborating with and supporting early intervention teams, school teams, and families. Her consultative services focus on the creation of educational programs and environments that facilitate children's active engagement and learning at home, in schools, and throughout their communities. The SCERTS Model, of which she is a coauthor, along with differentiated instruction and developmental theory guide her practice.

She has served as an adjunct faculty member for the Communication Disorders Department at Emerson College and at the University of Rhode Island (URI). In these roles, she developed graduate courses focused on preparing clinicians to meet the needs of autistic individuals. She also has served as an adjunct faculty for the Departments of Education and Psychology at URI, teaching courses related to developmental psychology, research methods, and educational frameworks.

She has served as an adjunct faculty member for the Communication Disorders Department at Emerson College and at the University of Rhode Island (URI). In these roles, she developed graduate courses focused on preparing clinicians to meet the needs of autistic individuals. She also has served as an adjunct faculty for the Departments of Education and Psychology at URI, teaching courses related to developmental psychology, research methods, and educational frameworks.

Amy's current research interests involve examining the relationship between characteristics of young children diagnosed as autistic and strategies used by parents to support them within the context of natural routines and play. Her publications have highlighted social communication and emotional regulation in individuals diagnosed with Autism. She frequently lectures and provides training throughout the United States and internationally on the SCERTS Model, emotional regulation, neurodiverse collaboration and perspective, and on utilization of the free resources created by Autism Level UP!

Amy strives to practice what she preaches and uses her love of play, dance, and movement to meet her own regulatory needs. *Financial disclosure: Dr. Laurent receives speaking and teaching fees, is an owner and co-director of*

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

Autism Level Up!, and she receives royalties from her publications from Brookes Publishing, Inc and National Professional Resources. *Non-financial disclosures:* Dr. Laurent is a reviewer for the *Journal of Autism and Developmental Disabilities* and *Journal of Early Intervention and Autism* and she is on the board of directors of Bailey's Team for Autism. Dr. Laurent's full course descriptions are on pages 6 and 12.



Kelli Sandman-Hurley, EdD, is an author and co-founder of the Dyslexia Training Institute. She is a certified special education advocate, assisting parents and children through the Individual Education Plan (IEP) and 504 Plan process. She has training in mediation, and also serves as an expert witness in the area of dyslexia. Kelli has studied Structured Word Inquiry, the Orton-Gillingham approach, Lindamood-Bell, RAVE-O and Read Naturally. She is a past President of the San Diego Branch of the International Dyslexia Association, as well as a dyslexia consultant working with schools to improve services offered to students with dyslexia and training teachers. Kelli co-created and produced "*Dyslexia for a Day: A Simulation of Dyslexia*," and she is a frequent speaker at conferences. She is the author of the well-received book, *Dyslexia Advocate! How to Advocate for a Child with Dyslexia within the Public Education System*. She received her doctorate in literacy with a specialization in reading and dyslexia from San Diego State University and the University of San Diego. She is currently in her second year of a master's program in Linguistics and is finishing a book about dyslexia and spelling. *Financial disclosure:* Dr. Sandman-Hurley receives teaching and speaking fees from the Dyslexia Training Institute and she receives royalties from Jessica Kingsley Publishers. There are no non-financial relationships to disclose. Kelli Sandman-Hurley's full course descriptions are on pages 10 and 16.



Bridget A. Taylor, PsyD, BCBA-D, is co-founder and CEO of Alpine Learning Group and is senior clinical advisor for Rethink. She holds a Doctorate of Psychology from Rutgers University and received her master's degree in Early Childhood Special Education from Columbia University. She is a Board Certified Behavior Analyst and a licensed psychologist. Dr. Taylor is president of the Behavior Analyst Certification Board and serves on the Autism Advisory Group for the Cambridge Center for Behavioral Studies. She is a past associate editor for the *Journal of Applied Behavior Analysis* and serves on the editorial board of *Behavioral Interventions*. Active in the autism research community, Dr. Taylor has published numerous peer-reviewed articles and book chapters on effective interventions for autism. She is a national and international presenter and serves in an advisory capacity for autism education and treatment programs both locally and abroad. Dr. Taylor was recently recognized by the Association for Applied Behavior Analysis International for her outstanding contributions to behavior analysis and was given ABAI's Fellow designation. Dr. Taylor is considered a leading authority on effective, and innovative interventions for autism. *Disclosures:* Dr. Taylor receives speaking and consulting fees and is employed by Alpine Learning Group and Rethink Autism. She is on the board of directors of the Behavioral Analysis Certification Board and on advisory boards for the Cambridge Center for Behavioral Studies, Elija Foundation, Garden Academy, Woodbury Autism Education and Research, Association AVA Autisme Gland, and Behavior Momentum India. Dr. Taylor's full course description is on page 23.



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 training 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 non-financial disclosures. William Van Cleave's full course descriptions are on pages 11 and 22.



COURSE #1 WEDNESDAY, MAY 13, 2020

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

Amy Laurent, Ph.D., OTR/L

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

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

Course Description: This course will offer an overview of the SCERTS MODEL, a comprehensive educational model for children and older individuals with ASD and related disabilities and their families. The SCERTS MODEL directly addresses the core developmental areas of Social Communication, Emotional Regulation, and Transactional Support, and is now being adopted in programs across the United States and more than a dozen countries. It is an individualized approach based on extensive research in child and human development and disabilities, and is

not exclusive of other approaches in that practices and strategies from other approaches can be included in a SCERTS model program for a child. The SCERTS MODEL is designed to address the varied needs of individuals across school, home, and community settings. Videos will be used to illustrate principles and practices. This course will offer up-to-date information for supporting persons with ASD in everyday activities, utilizing a person and family-centered approach that respects and integrates knowledge and practice from a variety of disciplines.

Course Objectives – participants will be able to:

Identify three domains of the SCERTS Model and components of each domain

Apply two individualized intervention goals in social communication to support functional spontaneous communication, sharing emotions and developing relationships with adults and children

Apply two individualized intervention goals in emotional regulation to support attention, optimal arousal, availability for learning, positive emotional experience, and preventing and decreasing problem behaviors

Identify two transactional supports for SC, and two for ER to help children and family members by providing interpersonal and learning supports (e.g., visual supports), and emotional support in all aspects of programming, including peer support in inclusive settings

Course #1 Schedule Wednesday, May 13, 2020

8:00–9:30	Core values and developmental foundation for the SCERTS Model	1:00–1:45	Enhancing abilities for children at social, language and conversational stages of communication
9:30–10:30	How the SCERTS Model reflects the characteristics of quality educational programs and recommended practices	1:45–2:30	Strategies for Social Communication
10:30–10:45	Break	2:30–2:45	Break
10:45–12:00	SCERTS Educational Practice Principles	2:45–3:15	Strategies for Emotional Regulation
12:00–1:00	Lunch	3:15–4:00	Strategies for Transactional Support
		4:00	Complete Program Evaluations



COURSE #2 WEDNESDAY, MAY 13, 2020 | PART ONE

PEERS® for Adolescents Certified School-Based Training

Shannon Bates, PsyD, UCLA PEERS® Clinic



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

Target Age Range: 6th Grade – 21 years

Course Description: The Program for the Education and Enrichment of Relational Skills (PEERS®) is world renowned for providing evidence-based social skills treatment to preschoolers, adolescents, and young adults with autism spectrum disorder (ASD), attention-deficit/hyperactivity disorder (ADHD), anxiety, depression, and other socio-emotional challenges. First developed at UCLA by Dr. Elizabeth Laugeson and expanded to locations in more than 70 countries, PEERS® is a parent/caregiver-assisted, 16-week social skills intervention for youth with social challenges.

The PEERS® Certified School-Based Training Seminar is designed to instruct educators and school-based professionals on the administration and implementation of the educator-facilitated PEERS® for Adolescents intervention in a school-based setting. This certified training provides a model for evidence-based social skills instruction in the

classroom or educational setting for teens in middle school and high school (age 11-18) with ASD, ADHD, anxiety, depression and other social difficulties, particularly with respect to friendships.

Anyone is welcome to attend the training and receive instruction on this type of intervention. However, all attendees seeking PEERS® certification **MUST** be a professional or graduate student in the mental health, medical, or education field. **To receive PEERS® Certification, you must register for this course at least 3 weeks in advance of the conference and attend all 3 class days.**

For questions about certification, please email info@rehabseminars.org. *This course has a \$60 materials fee.*

See pages 13 and 19 for information about days 2 and 3 of this 3-day course.

Course Objectives – participants will be able to:

Explain the social deficits and consequences of peer rejection and social rejection experienced by youth with ASD

Describe effective, evidence-based methods for teaching social skills to teens and young adults with ASD

Describe the PEERS School-Based curriculum and a summary of research findings

Describe how to deliver PEERS Lesson 1: Introduction and Trading Information

Describe how to deliver PEERS Lesson 2: Two-Way Conversations

Course #2 Schedule Wednesday, May 13, 2020

8:00–8:30	Introduction to PEERS®	1:00–1:30	Getting started
8:30–9:00	Overview of agenda & materials	1:30–2:30	PEERS® Lesson 1: Introduction and Trading Information
9:00–10:00	Research overview	2:30–2:45	Break
10:00–10:15	Break	2:45–4:00	PEERS® Lesson 2: Two-Way Conversations
10:15–12:00	Research overview (cont.)	4:00	Complete program evaluations
12:00–1:00	Lunch		



COURSE #3 WEDNESDAY, MAY 13, 2020

Building Positive Connections: Understanding, Preventing, and Responding Effectively to Students’ Challenging Behavior

Barbara Kaiser, MA in Educational Administration and Policy Studies, Author

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, Reading Specialists, School Counselors, Physical Therapists, Occupational Therapists, Speech-Language Pathologists, Instructional Assistants and Paraprofessionals, Behavior Specialists

Target Age Range: 3 years – 5th Grade

Course Description: Teachers often feel frustrated when there is a student with challenging behavior in their classroom. This interactive session bridges the gap between research and practice by presenting the basic facts about challenging behaviors and describing strategies for preventing it, addressing it effectively, and teaching alternative appropriate behaviors.

It explores the importance of building relationships with every student; social-emotional learning; the impact of culture and implicit bias; trauma-informed practice; differentiated instruction and alternatives to punishment. It also provides an overview of bullying behavior: What it is, what it is not, who the players are, how it can be reduced and the most effective ways to respond when bullying occurs.

Course Objectives – participants will be able to:

Identify their strengths and “button pushers”	Describe skills to create a positive social climate using social-emotional learning
Describe adult resilience and recognize its links to teacher effectiveness	Describe skills to create a positive social climate using the physical environment and teaching strategies
Identify risk and protective factors that influence a child’s behavior	Describe skills to reduce and respond to bullying behavior
Describe the use of tools to build relationships with every child	

Course #3 Schedule Wednesday, May 13, 2020

8:00–9:00	Identify personal strengths and concerns	1:00–2:00	Creating a pro-social physical environment as well as teaching strategies that support all children
9:00–10:00	Understand what resilience means and identify their level of resilience	2:00–2:45	Effective interventions when challenging behavior occurs
10:00–10:15	Break	2:45–3:00	Break
10:15–11:00	Understand why students behave the way they do	3:00–4:00	Addressing bullying behavior
11:00–12:00	The importance of relationships	4:00	Complete program evaluations
12:00–1:00	Lunch		



COURSE #4 WEDNESDAY, MAY 13, 2020 | PART ONE

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



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

Target Age Range: Kindergarten – 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 for students to 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 effort that supports all students.

This session 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 general knowledge of trauma and its impact. Self-care and individualized interventions will also be addressed.

See pages 15 and 21 for information about days 2 and 3 of this 3-day course.

Course Objectives – participants will be able to:

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| Describe trauma and toxic stress | Explain how to meet the needs of students using PBIS within the Multi-tiered System of Supports (MTSS) framework |
| Describe how trauma impacts staff and students in the learning environment | Define trauma-sensitive schools |
| Describe the critical features of PBIS | Identify the alignment and intersections of PBIS and trauma-informed approaches |

Course #4 Schedule Wednesday, May 13, 2020

8:00–9:00	Overview and warm-up activity	12:00–1:00	Lunch
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 #5 WEDNESDAY, MAY 13, 2020 | PART ONE
Defining Dyslexia and Understanding Appropriate Interventions
 Kelli Sandman-Hurley, EdD and Tracy Block-Zaretsky, BA, Dyslexia Training Institute



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

Target Age Range: Kindergarten – 21 years

Course Description: During this two-day course, attendees will participate in a simulation of dyslexia, which will lead to a discussion about the definition of dyslexia and dispelling common myths. Appropriate accommodations for students with dyslexia will be shared, and their importance to the success of students will be discussed. Day two will include a demonstration of two interventions that are known to be effective for students with dyslexia. Special attention will be

paid to the structure of the English language through the lens of the study of linguistics and participants will have opportunities to practice the interventions. Participants will leave the course with practical strategies they can begin using immediately.

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

Course Objectives – participants will be able to:

Define the term dyslexia

Accurately list the symptoms of dyslexia

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

Describe at least 3 appropriate accommodations for students with dyslexia

Describe at least 3 appropriate interventions for students with dyslexia

Course #5 Schedule Wednesday, May 13, 2020

8:00–10:00	Dyslexia simulation	1:00–2:30	Accommodations
10:00–10:15	Break	2:30–2:45	Break
10:15–12:00	What dyslexia is, what it isn't and how we know	2:45–4:00	Description of appropriate interventions
12:00–1:00	Lunch	4:00	Complete program evaluations



COURSE #6 WEDNESDAY, MAY 13, 2020

From Words to Works! Developing Foundational Writing Skills in

Students of All Ages 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 – 21 years

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

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

Course Objectives – participants will be able to:

Describe the cognitive demands writing places on student writers

Demonstrate how to use clause structure to facilitate sentence building

Explain syntax instruction as it applies to improving writing

Describe how gradual release applies to all aspects of the writing process

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

Identify the components of basic and expanded paragraphs

Demonstrate how to help students develop ideas into expository text

Course #6 Schedule Wednesday, May 13, 2020

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



COURSE #7 THURSDAY, MAY 14, 2020

Preventing Problem Behavior: An Emotional Regulation Relationship-Based Approach Amy Laurent, Ph.D., OTR/L

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

Target Age Range: Birth – 10th Grade

Course Description: Problem behaviors remain one of the most difficult and stressful challenges for practitioners, parents, and persons on the autism spectrum and with related neurodevelopmental disabilities. When such patterns of behavior are present, they not only challenge parents and professionals, but also prevent learning and active participation in activities, and hinder the development of relationships with peers and adults. Progress has been made over the past two decades with the introduction of positive and preventive approaches to problem behavior. However, practices following a behavior management approach remain constrained, as they have not yet infused a developmental and relationship-based perspective that focuses on enhancing children’s emotional regulatory abilities and developing positive,

trusting relationships with others. The most recent research in infant and child development and specific developmental disabilities such as autism has documented the need to go beyond behaviorally oriented approaches by incorporating developmental, emotional regulatory and relationship-based dimensions. In this presentation, a “Bio-Psycho-Social” perspective will be presented that considers the interaction of physiological, cognitive, and social-environmental issues. Participants will learn about practical, respectful and innovative ways to assess, prevent and support a person with problem behaviors, and to design learning environments, supports, and activities that enhance the ability to stay well-regulated emotionally, to maximize learning, social participation and relationships in everyday activities and routines.

Course Objectives – participants will be able to:

Describe an alternative emotional regulatory perspective to understanding problem behaviors for persons with ASD

Describe a Bio-Psycho-Social perspective to assessment and programming efforts

Describe universal principles of preventing and responding to problem behavior

Demonstrate specific strategies to prevent and respond to problem behaviors including behavioral level strategies, language level strategies, and reactive (“Heat of the Moment”) strategies

Course #7 Schedule Thursday, May 14, 2020

8:00–10:15	Understanding problem behavior: Why the need for a different perspective?	1:00–2:15	Assessment and educational programming
10:15–10:30	Break	2:15–2:30	Break
10:30–12:00	Causes, types and functions of problem behavior	2:30–4:00	Educational programming and intervention
12:00–1:00	Lunch	4:00	Complete program evaluations



COURSE #8 THURSDAY - MAY 14, 2020 | PART TWO
PEERS® for Adolescents Certified School-Based Training-Part 2
 Shannon Bates, PsyD, UCLA PEERS® Clinic



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

Target Age Range: 6th Grade – 21 years

Course Description: The Program for the Education and Enrichment of Relational Skills (PEERS®) is world renowned for providing evidence-based social skills treatment to preschoolers, adolescents, and young adults with autism spectrum disorder (ASD), attention-deficit/hyperactivity disorder (ADHD), anxiety, depression, and other socio-emotional challenges. First developed at UCLA by Dr. Elizabeth Laugeson and expanded to locations in more than 70 countries, PEERS® is a parent/caregiver-assisted, 16-week social skills intervention for youth with social challenges.

The PEERS® Certified School-Based Training Seminar is designed to instruct educators and school-based professionals on the administration and implementation of the educator-facilitated PEERS® for Adolescents intervention in a school-based setting. This certified training provides a model for evidence-based social skills instruction in the classroom or educational setting for teens in middle school

and high school (age 11-18) with ASD, ADHD, anxiety, depression and other social difficulties, particularly with respect to friendships.

Anyone is welcome to attend the training and receive instruction on this type of intervention. However, all attendees seeking PEERS® certification **MUST** be a professional or graduate student in the mental health, medical, or education field. **To receive PEERS® Certification you must register for this course at least 3 weeks in advance of the conference and attend all 3 class days.**

For questions about certification, please email info@rehabseminars.org. *This course has a \$60 materials fee.*

See pages 7 and 19 for information about days 1 and 3 of this 3-day course.

Course Objectives – participants will be able to:

Describe how to deliver PEERS Lesson 3: Electronic Communication

Describe how to deliver PEERS Lesson 6: Starting and Joining Conversations

Describe how to deliver PEERS Lesson 4: Choosing Appropriate Friends

Describe how to deliver PEERS Lesson 7: Exiting Conversations

Describe how to deliver PEERS Lesson 5: Appropriate Use of Humor

Describe how to deliver PEERS Lesson 8: Good Sportsmanship

Course #8 Schedule Thursday, May 14, 2020

8:00–9:00	PEERS® Lesson 3: Electronic Communication	12:00–1:00	Lunch
9:00–10:00	PEERS® Lesson 4: Choosing Appropriate Friends	1:00–1:30	PEERS® Lesson 6: Starting and Joining Conversations
10:00–10:15	Break	1:30–2:30	PEERS® Lesson 7: Exiting Conversations
10:15–11:30	PEERS® Lesson 5: Appropriate Use of Humor	2:30–2:45	Break
		2:45–4:00	PEERS® Lesson 8: Good Sportsmanship
		4:00	Complete program evaluations



COURSE #9 THURSDAY, MAY 14, 2020

How Administrators and Specialists Can Support Students, Families and Teachers When There Is a Student with Challenging Behavior at the School

Barbara Kaiser, MA in Educational Administration and Policy Studies, Author

Target Audience: School Counselors, Physical Therapists, Occupational Therapists, Speech-Language Pathologists, Principals and Administrators, Case Managers, Social Workers, Behavior Specialists

Target Age Range: 3 years – 5th Grade

Course Description: Running a school isn't easy, and students with challenging behavior can make it much harder. But the stakes are high when children get kicked out of school; they often conclude that no one believes in their ability to succeed. Administrators and principals play

a crucial role in making it possible for those students to remain in school, behave appropriately, and learn. This can happen only when the people in charge believe in this goal and have the skills to develop and lead a team that supports it.

Course Objectives – participants will be able to:

Describe how to define and support their leadership style
 Describe how to identify risk and protective factors that affect students' behavior
 Explain how students with challenging behavior impact their role

Identify ways to support teachers and enable them to prevent and respond effectively to students' inappropriate behaviors
 Describe how to support teachers and staff through the process of change
 Identify and be able to describe the appropriate role when challenging behavior occurs

Course #9 Schedule Thursday, May 14, 2020

8:00–9:00	Defining yourself as a leader	1:00–2:00	What is your role when a student is engaging in behavior that is making it impossible to teach and for the other students to learn?
9:00–10:00	Understanding challenging behavior		
10:00–10:15	Break		
10:15–11:00	Prevention is the best intervention	2:00–2:45	The role of professional development
11:00–12:00	Why is change so hard?	2:45–3:00	Break
12:00–1:00	Lunch	3:00–4:00	When additional support is needed
		4:00	Complete program evaluations



COURSE #10 THURSDAY, MAY 14, 2020 | PART TWO

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



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

Target Age Range: Kindergarten – 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 for students to 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 effort that supports all students.

This session 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 general knowledge of trauma and its impact. Self-care and individualized interventions will also be addressed.

See pages 9 and 21 for information about days 1 and 3 of this 3-day course.

Course Objectives – participants will be able to:

Identify the critical features of PBIS and how those features align with trauma-informed approaches

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

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

Identify practical interventions, approaches and strategies for supporting students/staff at Tier 1 and Tier 2

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

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

Course #10 Schedule Thursday, May 14, 2020

8:00–9:00	Review day 1 content	1:00–2:00	Verbal/non-verbal de-escalation and emotional regulation skills
9:00–10:00	Integrating trauma lens into existing behavioral systems school-wide and in the classroom	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 school-wide and in the classroom continued	3:00–3:30	Point cards and self-monitoring tools
11:00–12:00	Evidence-based practices in supporting students with trauma history at Tier 1/Tier 2	3:30–4:00	Action planning and reflection on next steps
12:00–1:00	Lunch	4:00	Complete program evaluations



COURSE #11 THURSDAY, MAY 14, 2020 | PART TWO

**Defining Dyslexia and Understanding Appropriate Interventions-
Part 2** Kelli Sandman-Hurley, EdD and Tracy Block-Zaretsky, BA,
Dyslexia Training Institute



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

Target Age Range: Kindergarten – 21 years

Course Description: During this two-day course, attendees will participate in a simulation of dyslexia, which will lead to a discussion about the definition of dyslexia and dispelling common myths. Appropriate accommodations for students with dyslexia will be shared, and their importance to the success of students will be discussed. Day two will include a demonstration of two interventions that are known to be effective for students with dyslexia. Special attention will

be paid to the structure of the English language through the lens of the study of linguistics and participants will have opportunities to practice the interventions. Participants will leave the course with practical strategies they can begin using immediately.

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

Course Objectives – participants will be able to:

Describe the underlying structure of English orthography
Describe how to use the structure of English orthography to improve instruction for students with dyslexia

Identify how spelling mistakes can be used as a form of assessment and how to use them to inform intervention
Describe how to implement interventions for students with dyslexia in the classroom

Course #11 Schedule Thursday, May 14, 2020

8:00–9:00	Review of appropriate intervention descriptions	1:00–2:30	Using spelling mistakes for assessment
9:00–10:15	Basic linguistics for educators	2:30–2:45	Break
10:15–10:30	Break	2:45–4:00	Implementing the interventions in the classroom
10:30–12:00	Basic linguistics for educators (cont.)	4:00	Complete program evaluations
12:00–1:00	Lunch		



COURSE #12 THURSDAY, MAY 14, 2020

Best Practices in Co-teaching and Collaboration: The HOW of Implementing the Models

Susan Fitzell, MEd

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, Reading Specialists, School Psychologists, Speech-Language Pathologists, Principals and Administrators, Case Managers, Instructional Assistants and Paraprofessionals, ELL Teachers, Behavior Specialists, Math Teachers and Coaches, Autism Specialists

Target Age Range: Kindergarten – 21 years

Course Description: This strategy-packed course will provide educators collaborating in the general classroom with more than two dozen NEW specific co-teaching implementations that are practical, easy to integrate, and proven successful. The focus is on providing clear examples for collaboration that minimize obstacles such as lack of planning time, content knowledge, or varied teaching styles.

Participants will discover realistic options for taking their co-teaching implementations up a level through data-driven grouping strategies, station teaching, and efficient time management. Strategies are specifically designed to maximize the talents and skills of teachers, specialists, and all students in the classroom. *This course has a \$30 materials fee.*

Course Objectives – participants will be able to:

Identify three of the two dozen specific co-teaching implementations that best suit your co-teaching partnership and align the implementations with state standards

Describe fourteen co-teaching implementations that require minimal content area expertise and describe how to successfully implement them in your co-taught classroom

Describe how to use an oral KWL (Know-Want-Learned) strategy, effective questioning skills, and specific co-teaching implementations to foster participation, engagement, and data collection

Describe ways to utilize technology so that both co-teachers have an integral role in the lesson

Describe ways to take co-teaching up a level by using co-teaching implementations that engage students

Demonstrate how to design instructional components in the co-taught classroom where students are engaged, challenged appropriately, and successfully participating in a heterogeneous learning environment

Explain how the original six co-teaching models can be used to foster student understanding while utilizing the strengths of both co-teachers

Identify two dozen co-teaching implementations and where they fit within the traditional six co-teaching models

Describe two dozen ways to implement co-teaching and differentiated instruction so that both teachers have parity and all levels of students can be successful

Course #12 Schedule Thursday, May 14, 2020

8:00–9:30	Introduction to the HOW of co-teaching	12:00–1:00	Lunch
9:30–10:00	Co-teaching implementations, standards, data, & differentiation – how it all dovetails for student and co-teacher success	1:00–2:00	Co-teaching implementations for odd couples
10:00–10:15	Break	2:00–2:45	Station teaching that maximizes both teachers’ talents
10:15–11:00	Now that we have introduced the first half dozen implementations...	2:45–3:00	Break
11:00–12:00	Intentional vs. random ways to implement co-teaching	3:00–4:00	How to fit it all in
		4:00	Complete program evaluations



COURSE #13 FRIDAY, MAY 15, 2020

Powerful Strategies to Motivate and Boost the Success of Your Struggling Learners

Susan Fitzell, MEd, CSP

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, Reading Specialists, Speech-Language Pathologists, Principals and Administrators, Case Managers, Instructional Assistants and Paraprofessionals, ELL Teachers, Behavior Specialists, Math Teachers and Coaches, Autism Specialists

Target Age Range: Kindergarten – 21 years

Course Description: Educators today increasingly face the challenge of meeting the diverse needs of a student population ranging from honors level to special needs. How can we best motivate, support, and boost the academic success of struggling learners? In this course, Susan Fitzell will share a wealth of classroom-proven approaches that can

work with any student and in any secondary content area. The focus will be on practical, easy-to-incorporate strategies designed to accelerate the academic success of struggling students, including unmotivated learners. *This course has a \$30 materials fee.*

Course Objectives – participants will be able to:

Describe self-regulation and personalized learning

Describe both direct and indirect ways to engage and motivate students (self-regulation of motivation and affect)

Explain and specify current tools for students to remember & recall information

Describe the role that varied cognitive elaboration strategies have in effective lesson planning for multi-level classes

Demonstrate how to develop technology-based activities to integrate into lesson plans to boost student success

Describe how to help students of multi-level abilities with reading, writing, and research, while still maintaining rigor

Identify and choose from ready-to-use strategies that boost academic success for the students

Demonstrate a minimum of ten promising cognitive strategies to meet the needs of multi-level students

Course #13 Schedule Friday, May 15, 2020

8:00–9:00	Introduction and identifying our “why?”	1:00–1:30	Ready-to-use strategies to boost academic success (organization)
9:00–10:00	Self-regulation and personalized learning	1:30–2:15	Cognitive (elaboration) strategies
10:00–10:15	Break	2:15–2:30	Technology that boosts success
10:15–11:00	Engage and motivate (self-regulation of motivation and affect)	2:30–2:45	Break
11:00–12:00	Tools for students to remember & recall (rehearsal strategies)	2:45–4:00	Help students with reading, writing, research, rigor
12:00–1:00	Lunch	4:00	Complete program evaluations


COURSE #14 FRIDAY, MAY 15, 2020 | PART THREE
PEERS® for Adolescents Certified School-Based Training-Part 3

Shannon Bates, PsyD, UCLA PEERS® Clinic



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

Target Age Range: 6th Grade – 21 years

Course Description: The Program for the Education and Enrichment of Relational Skills (PEERS®) is world renowned for providing evidence-based social skills treatment to preschoolers, adolescents, and young adults with autism spectrum disorder (ASD), attention-deficit/hyperactivity disorder (ADHD), anxiety, depression, and other socio-emotional challenges. First developed at UCLA by Dr. Elizabeth Laugeson and expanded to locations in more than 70 countries, PEERS® is a parent/caregiver-assisted, 16-week social skills intervention for youth with social challenges.

The PEERS® Certified School-Based Training Seminar is designed to instruct educators and school-based professionals on the administration and implementation of the educator-facilitated PEERS® for Adolescents intervention in a school-based setting. This certified training provides a model for evidence-based social skills instruction in the

classroom or educational setting for teens in middle school and high school (age 11-18) with ASD, ADHD, anxiety, depression and other social difficulties, particularly with respect to friendships.

Anyone is welcome to attend the training and receive instruction on this type of intervention. However, all attendees seeking PEERS® certification **MUST** be a professional or graduate student in the mental health, medical, or education field. **To receive PEERS® Certification, you must register for this course at least 3 weeks in advance of the conference and attend all 3 class days.**

For questions about certification, please email info@rehabseminars.org. *This course has a \$60 materials fee.*

See pages 7 and 13 for information about days 1 and 2 of this 3-day course.

Course Objectives – participants will be able to:

Describe how to deliver PEERS Lesson 9: Get-Togethers

Describe how to deliver PEERS Lesson 10: Handling Arguments

Describe how to deliver PEERS Lesson 11: Changing Reputations

Describe how to deliver PEERS Lesson 12: Handling Teasing and Embarrassing Feedback

Describe how to deliver PEERS Lesson 13: Avoiding Physical Bullying

Describe how to deliver PEERS Lesson 14: Handling Cyber Bullying

Describe how to deliver PEERS Lesson 15: Minimizing Rumors and Gossip

Demonstrate skills and instruction methods in accordance with the PEERS School-Based curriculum

Demonstrate the best methods of delivering the PEERS School-Based curriculum via videos of past PEERS teen groups and role play videos

Course #14 Schedule Friday, May 15, 2020

8:00–9:00	PEERS® Lesson 9: Get-Togethers	1:30–2:30	PEERS® Lesson 14: Handling Cyber Bullying
9:00–9:45	PEERS® Lesson 10: Handling Arguments	2:30–2:45	Break
9:45–10:00	Break	2:45–3:30	PEERS® Lesson 15: Minimizing Rumors and Gossip
10:00–10:45	PEERS® Lesson 11: Changing Reputations	3:30–4:00	PEERS® Lesson 16: Final Review, Post-Testing, and Graduation
10:45–11:30	PEERS® Lesson 12: Handling Teasing and Embarrassing Feedback	4:00	Complete program evaluations
11:30–12:30	Lunch		
12:30–1:30	PEERS® Lesson 13: Avoiding Physical Bullying		


COURSE #15 FRIDAY, MAY 15, 2020
Teaching In the Age of COVID-19: Finding Resilience In the Wake of Trauma

Barbara Kaiser, MA in Educational Administration and Policy Studies, Author

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

Target Age Range: All ages

Course Description: Schools around the world are scrambling to recalibrate and respond to shutdowns due to Coronavirus. Our immediate future is not clear, and that foments trauma and grief in all of us as we struggle to re-define normal. When the dust settles and schools resume, how will kids go back to learning, and how will teachers teach? As teachers, we are each a role model of healthy social and emotional behavior. So it's up to all of us to

find ways to build our resilience and seek out our stronger selves. Join Barbara Kaiser for this interactive online seminar in crafting a trauma-informed approach to our collective return to school, for teachers, students, and their families.

Course Objectives – participants will be able to:

Define the different levels of trauma and stress including secondary trauma

Describe the impact of trauma on brain development, the ability to learn and their students' behavior.

Identify how the experience of COVID19 is affecting them emotionally

Identify their concerns when returning to school and learn ways to meet the challenge

Describe strategies to build both their resilience and their students' resilience

Describe how to link their present feelings to working with students who have experienced traumatic events

Course #15 Schedule Friday, May 15, 2020

8:00–9:30	Defining trauma and acute stress in the context of how today's events are affecting you and the importance of resilience	11:30–12:30	Lunch break
9:30–10:00	Break	12:30–2:00	Virtual trauma-informed practice and planning for when school re-opens
10:00–11:30	Understanding how traumatic events impact a child's ability to learn, the impact of trauma on the brain and the importance of attachment	2:00–2:30	Break
		2:30–4:00	Understanding students' behavior through the lens of trauma-informed practice.
		4:00	Course evaluations



COURSE #16 FRIDAY, MAY 15, 2020 | PART THREE

The Integration of Trauma-Informed Approaches and Positive Behavioral Interventions and Supports within a Multi-Tiered System of Supports Framework-Part3 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, Principals and Administrators, Occupational Therapists

Target Age Range: Kindergarten – 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 effort that supports all students.

This session 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 general knowledge of trauma and its impact. Self-care and individualized interventions will also be addressed.

See pages 9 and 15 for information about days 1 and 2 of this 3-day course.

Course Objectives – participants will be able to:

Describe the components of trauma-sensitive functional behavioral assessments

List four essential components to delivering effective social skills instruction

Describe the components of a trauma-sensitive behavior intervention plan

Describe how to utilize point cards and self-monitoring tools

Demonstrate how functional behavior assessments and behavior intervention plans can incorporate a trauma-informed lens at Tier 3

Develop an action plan for integrating trauma-informed approaches in the classroom

Course #16 Schedule Friday, May 15, 2020

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



COURSE #17 FRIDAY, MAY 15, 2020

Word Smarts! Building Student Vocabulary Through Morphology

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 – 21 years

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

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

Course Objectives – participants will be able to:

Discuss research concerning best practices in vocabulary instruction

Describe 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 a word

Describe the components of a good morphology lesson

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

Course #17 Schedule Friday, May 15, 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		



COURSE #18 FRIDAY, MAY 15, 2020

Evidence-Based Educational Practices for Learners with Autism: Improve Outcomes with Applied Behavior Analysis Bridget A. Taylor, PsyD, BCBA-D

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

Target Age Range: All ages

Course Description: There is a rich history of empirical support documenting the effectiveness of interventions based on applied behavior analysis to enhance a wide range of skills for individuals with autism. Research documents that interventions based on applied behavior analysis can lead to lasting, comprehensive educational outcomes for children with autism. This course will provide an overview of contemporary research-based practices to increase engagement, responding, and learning in individuals with autism across a range of educational environments and ages, using behavior analytic procedures. Procedures and processes will be reviewed and supported by videotaped

examples and role-play exercises to include state-of-the-art practices in discrete trial instruction, increasing learner motivation, incidental learning, observational learning, and group instruction. A behavior analytic problem-solving framework will be presented to assess learner performance and the instructional context when learning is not proceeding. Examples of interventions will be targeted across a range of relevant skills and ages, including, the development of language skills, peer-directed social skills, vocational skills, safety skills and responding and learning within group environments.

Course Objectives – participants will be able to:

Identify contemporary research-based practices to enhance learning in individuals with autism

Identify essential components of incidental learning paradigms to increase learner motivation

Identify components of observational learning

Identify strategies to incorporate secondary targets to enhance learning

Identify research-based strategies to increase social skills, language skills, safety, and vocational and group learning skills

Identify components of a behavior analytic framework for problem-solving and apply that framework to improve learner performance

Course #18 Schedule Friday, May 15, 2020

8:00–9:00	Overview of research-based practices	1:00–2:00	Application of procedures to enhance skills across a range of areas
9:00–10:00	Application of interventions to enhance learner outcome	2:00–2:45	Application of procedures to enhance skills across a range of areas continued
10:00–10:15	Break	2:45–3:00	Break
10:15–11:00	Observational learning research and practice	3:00–4:00	Problem-solving framework to enhance learning
11:00–12:00	Increasing responding in group instruction	4:00	Complete program evaluations
12:00–1:00	Lunch		

LOCATION: The conference will be held as a live virtual event. Conference courses will be held via the Zoom conferencing app, which runs on laptop and desktop computers, tablets, and smart phones. Details on accessing the Zoom conference will be sent to registered attendees one week before the conference.

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

REGISTRATION PAYMENTS: Purchase Orders, Checks, Visa, Mastercard and American Express. Make checks payable to **Rehab Seminars**.

PURCHASE ORDERS: Please register at rehabseminars.org to upload your PO online, or fax completed purchase orders to (206) 749-9995.

GROUP DISCOUNTS: Registrations must be submitted 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 incurred to maintain or improve your professional skills may be tax deductible. Consult your tax advisor for details

REGISTRATION FUNDING: Possible funding sources for course registration include 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 from your employer to attend the conference, visit our website at rehabseminars.org.

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

DOWNLOAD YOUR HANDOUTS: To avoid delays due to local Wi-Fi, if possible, please download course handouts prior to arriving at the conference. All attendees will receive a password and link via email with instructions for accessing handouts. Handouts will be available on the website until 10 days after the event.

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 to indicate 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. Please make sure the information entered is correct. If a name change is required after registration is submitted, please email info@rehabseminars.org.

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 during the conference. 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.

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.

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



**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).

WASHINGTON STATE OSPI CLOCK HOURS (CECHs) Educators and professionals working in Washington State School Districts: Washington State Clock Hours have been approved through the Washington Speech-Language-Hearing Association for sponsorship. Individuals wishing to receive OSPI continuing education clock hours must sign an OSPI Clock Hour registration form, available at the OSPI clock hours registration desk when signing in at this conference each day. There is a \$20.00 fee for OSPI Clock Hours, payable by check or cash at the conference. This three-day conference is 19.5 contact hours (6.5 hours per day). Pick up the "Continuing Education Clock Hour Credit In-service Registration Form." **Keep this form to verify course attendance.**

OCCUPATIONAL THERAPISTS & OCCUPATIONAL THERAPY ASSISTANTS: Rehab Seminars is an American Occupational Therapy Association Approved Provider (#6274). 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, 7, 8, 9, 10, 11, 14, 15, 16, and 18 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, 4, 5, 7, 8, 10, 11, 14, 16, and 18 are available for APA credit.**

SOCIAL WORKERS, MARRIAGE AND FAMILY THERAPISTS AND MENTAL HEALTH COUNSELORS: This program has been approved for 19.5 CEUs by the NASW Washington State Chapter. Licensed Social Workers, Marriage and Family Therapists and Mental Health Counselors are eligible. 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 (arrive late or leave early), your certificate of course completion will reflect partial credit.

ADDITIONAL STATE CE APPROVAL:

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

OTHER PROFESSIONS:

Each 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 – Virtual Live Event May 13, 14, and 15, 2020

Please provide a registration form for each person attending.

Visit our website at: rehabseminars.org to register online, or mail registration forms to: Rehab Seminars PO Box 2450, Vashon, WA phone (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: _____
(Email of Record: Required for confirmation)

Payment Type: Check Visa Mastercard Purchase Order #: _____

Credit Card Number: _____

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

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

CHOOSE YOUR COURSES. Please choose **ONE** course for **each day** you attend.
 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, MAY 13, 2020	DAY 2: THURSDAY, MAY 14, 2020	DAY 3: FRIDAY, MAY 15, 2020
<input type="checkbox"/> Course #1 - The SCERTS Model: A Comprehensive Educational Approach for Individuals with Autism Spectrum Disorders and Related Developmental Disabilities <input type="checkbox"/> Course #2 - PEERS® for Adolescents Certified School-Based Training - Part 1 <input type="checkbox"/> Course #3 - Building Positive Connections: Understanding, Preventing, and Responding Effectively to Students' Challenging Behavior <input type="checkbox"/> Course #4 - The Integration of Trauma-Informed Approaches and Positive Behavioral Interventions and Supports within a Multi-Tiered System of Supports Framework - Part 1 <input type="checkbox"/> Course #5 - Defining Dyslexia and Understanding Appropriate Interventions - Part 1 <input type="checkbox"/> Course #6 - From Words to Works! Developing Foundational Writing Skills in Students of All Ages	<input type="checkbox"/> Course #7 - Preventing Problem Behavior: An Emotional Regulation Relationship-Based Approach <input type="checkbox"/> Course #8 - PEERS® for Adolescents Certified School-Based Training - Part 2 <input type="checkbox"/> Course #9 - How Administrators and Specialists Can Support Students, Families and Teachers When There Is a Student with Challenging Behavior at the School <input type="checkbox"/> Course #10 - The Integration of Trauma-Informed Approaches and Positive Behavioral Interventions and Supports within a Multi-Tiered System of Supports Framework - Part 2 <input type="checkbox"/> Course #11 - Defining Dyslexia and Understanding Appropriate Interventions - Part 2 <input type="checkbox"/> Course #12 - Best Practices in Co-teaching and Collaboration: The HOW of Implementing the Models	<input type="checkbox"/> Course #13 - Powerful Strategies to Motivate and Boost the Success of Your Struggling Learners <input type="checkbox"/> Course #14 - PEERS® for Adolescents Certified School-Based Training - Part 3 <input type="checkbox"/> Course #15 - Teaching In the Age of COVID-19: Finding Resilience In the Wake of Trauma <input type="checkbox"/> Course #16 - The Integration of Trauma-Informed Approaches and Positive Behavioral Interventions and Supports within a Multi-Tiered System of Supports Framework - Part 3 <input type="checkbox"/> Course #17 - Word Smarts! Building Student Vocabulary through Morphology <input type="checkbox"/> Course #18 - Evidence-Based Educational Practices for Learners with Autism: Improve Outcomes with Applied Behavior Analysis

FEE SUMMARY:	Registration Fee Before February 1, 2020	Registration Fee Before May 6, 2020	Registration Fee After May 6, 2020
Check One			
One Day Registration Fee	<input type="checkbox"/> \$235.....	<input type="checkbox"/> \$265.....	<input type="checkbox"/> \$299
Two Day Registration Fee	<input type="checkbox"/> \$399.....	<input type="checkbox"/> \$449.....	<input type="checkbox"/> \$499
Three Day Registration Fee.....	<input type="checkbox"/> \$499.....	<input type="checkbox"/> \$549.....	<input type="checkbox"/> \$599

Required Books and Materials Fees for Specific Courses:

- \$60 PEERS Certification \$30 Co-teaching and Collaboration \$30 Powerful Strategies to Motivate and Boost Your Learners

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: _____

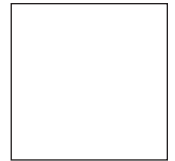
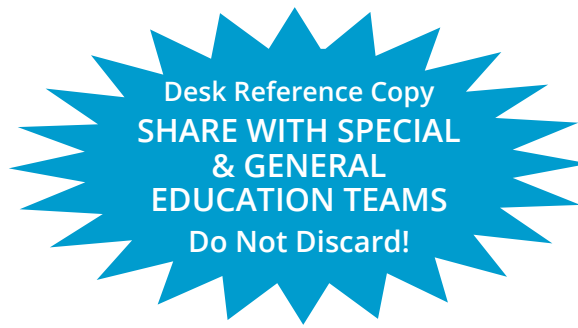
Registration less a 20% processing fee is refundable if cancellation occurs more than 30 days before conference start date.
 No refunds for cancellations 30 days or less before conference start date. Substitutions are always welcome.



REHAB SEMINARS

GENERAL & SPECIAL EDUCATION CONFERENCES

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



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 May 13, 14, & 15

Concurrent courses will take place in separate virtual classrooms each day.

**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
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.)