

A Professional Continuing Education Event

# 2022 General & Special Education Conference

PRE-K THROUGH 21 YEARS

## Live Virtual Event

Wednesday, Thursday, Friday | July 13-15, 2022

### CHOOSE FROM 6 INTENSIVE FULL-DAY COURSES

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

- Brain-Based Learning Principles for Students Who Struggle
- Self-Regulation Skills for ASD, ADHD, and Sensory Disorders
- Assistive Technology Solutions for Executive Function Difficulties
- Integrating SEL for Academic Success
- Effective Social Skills Training for Autism
- Neuropsychological Interventions for Emotional Disorders



Western Washington  
University Graduate Credits

Professional CE  
Hours:



ASHA CE  
APPROVED PROVIDER



American  
Occupational Therapy  
Association  
Approved Provider



Ensuring High Quality  
Professional Development



National Association of Social Workers



AMERICAN  
PSYCHOLOGICAL  
ASSOCIATION



Sponsored by:



**REHAB SEMINARS**  
GENERAL & SPECIAL EDUCATION CONFERENCES



**DAY ONE: WEDNESDAY, JULY 13, 2022**

**Social Skills**

**All ages**

**Course #1 – Managing Challenging Behaviors and Effective Social Skills Training for Individuals with Autism Spectrum Disorders**

Jed Baker, PhD (pg 5)

**Interventions for Emotional Disorders**

**K-Grade 12**

**Course #2 – The Neuropsychology of Emotional Disorders: A Framework for Effective Interventions**

Steven Feifer, EdD (pg 6)

**DAY TWO: THURSDAY, JULY 14, 2022**

**Emotional Regulation**

**preK-Grade 8**

**Course #3 – Self-Regulation in Children: Keeping the Body, Mind, and Emotions on Task in Children with Autism, ADHD or Sensory Disorders**

Varleisha Gibbs, PhD, OTD, OTR/L, ASDCS (pg 7)

**SEL in Academic Instruction**

**K-age 21**

**Course #4 – Embedding SEL in Daily Instruction to Improve Student Engagement and Academic Success**

Mike Anderson, MS (pg 8)

**DAY THREE: FRIDAY, JULY 15, 2022**

**Brain-Based Learning**

**PreK-age 21**

**Course #5– Teaching Students Who Struggle: Applying Brain-Based Learning Principles for Improved Efficacy**

Darlyne de Haan, EdD (pg 9)

**Assistive Technology**

**Grade 3-YA**

**Course #6 – Technology Tools and Strategies for Supporting Executive Function and Literacy**

Diana Petschauer, MEd, ATP (pg 10)

## 2022 Distinguished Faculty

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



**Mike Anderson, MS** has been an educator for more than 25 years. A public-school teacher for 15 years, he has also taught preschool, coached school swim teams, and taught university graduate-level classes. He now works as a consultant providing professional learning for teachers throughout the US and beyond. In 2004, Mike was awarded a national Milken Educator Award, and in 2005 he was a finalist for NH Teacher of the Year. In 2020, he was awarded the Outstanding Educational Leader Award by NHASCD for his work as a consultant. A best-selling author, Mike has written eight books about great teaching and learning. When not working, Mike can be found hanging with his family, tending his perennial gardens, and searching for new running routes around his home in Durham, NH. *Financial disclosure: Mr. Anderson is the owner of Mike Anderson Consulting, LLC. He receives speaking and consulting fees. He receives royalties for his books from ASCD and Center for Responsive Schools, Inc. There are no non-financial relationships to disclose. Full course description is on page 8.*



**Jed Baker, PhD** is the director of the Social Skills Training Project, an organization serving individuals with autism and social communication problems. He is on the professional advisory board of Autism Today, ANSWER, YAI, the Kelberman Center and several other autism organizations. In addition, he writes, lectures, and provides training internationally on the topic of social skills training and managing challenging behaviors. He is an award winning author of 8 books, including *Social Skills Training for Children and Adolescents with Aspergers Syndrome and Social Communication Problems; Preparing for Life: The Complete Handbook for the Transition to Adulthood for Those with Autism and Aspergers Syndrome; The Social Skills Picture Book; Overcoming Anxiety in Children and Teens; and School Shadow Guidelines*. His work has also been featured on ABC World News, Nightline, the CBS Early Show, and the Discovery Health Channel. *Financial disclosure: Dr. Baker is employed by the Social Skills Training Project. He receives royalties from Future Horizons, and consulting and speaking fees. Non-financial disclosures: Dr. Baker is on the professional advisory board of Autism Today, ASPEN, ANSWER, YAI, the Kelberman Center and several other autism organizations. Full course description is on page 5.*



**Darlyne de Haan, EdD** is the founder of *Mad About Science*, a nonprofit organization making science more exciting and engaging for educators, parents, and students. Two separate platforms, *Neighborhood Science* and *Brain-Based Science*, help people understand the brain's impact on social-emotional development, instruction, and other learning issues that impact English Language Learners and other vulnerable populations. Her programs have been featured on WNET/PBS's Camp TV, NJ.com, and Latino Motion. She holds a Doctorate of Education in Organizational Leadership from Stockton University and Master's degrees in Education in Curriculum and Educational Leadership. She is a passionate advocate for changing the face of STEM to reflect the population. Dr. de Haan currently serves as the Director of Curriculum and Instruction for Math and Science for Bridgeton Public Schools, a large Title 1 District in New Jersey. She has served in a range of roles, including middle school vice principal, instructional specialist for the New Jersey Department of Education, supervisor of STEM curriculum, and as a forensic scientist and chemist. In 2022, she will join a cohort traveling to Singapore for the International Education Administrators (IEA) seminars, part of the prestigious Fulbright Administrator program for Fulbright Leaders for Global Schools. *Financial disclosure: Dr. de Haan is employed by Bridgeton Public Schools. She receives consulting and speaking fees. There are no non-financial relationships to disclose. Full course description is on page 9.*

## 2022 Distinguished Faculty

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



**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 non-financial disclosures. Full course description is on page 6.*



**Varleisha D. Gibbs, PhD, OTD, OTR/L, ASDCS** is an occupational therapist and author with over 18 years of experience working with children and adolescents diagnosed with Autism Spectrum Disorder, sensory processing disorders, and neurological disorders. She is the vice president of practice engagement and capacity building at the American Occupational Therapy Association. Dr. Gibbs is the former scientific programs officer at the American Occupational Therapy Foundation. She also served as the inaugural chair and director of the master's programs in occupational therapy at Wesley College in Dover, DE, where she was a tenured associate professor. Prior to joining Wesley, Dr. Gibbs worked at the University of the Sciences in Philadelphia, PA, where she served as the director of the doctoral program in occupational therapy. Dr. Gibbs is an expert in the field of neurology, cognition, and pediatric therapeutic intervention. She lectures and provides training on sensory processing strategies and self-regulation to practitioners, parents, and teachers throughout the country and internationally. As co-author of *Raising Kids with Sensory Processing Disorders*, she has provided families with strategies to understand and care for their children. Dr. Gibbs is the developer of the self-regulation and mindfulness program and author of the best-selling *Self-Regulation and Mindfulness: Exercise and Worksheets for Sensory Processing Disorder*, *85 Activities to Move Clients Toward*

*Healing, Growth and Improved Functioning.* Dr. Gibbs is certified as an Autism Spectrum Disorder Clinical Specialist (ASDCS). *Financial Disclosure: Dr. Gibbs is employed by the American Occupational Therapy Association and Wesley College and receives speaking fees. She receives royalties from PESI, Inc. And Prufrock Publishing. There are no non-financial relationships to disclose. Full course description is on page 7.*



**Diana Petschauer, MEd, ATP** is an AT Consultant and Managing Director of AT for Education and Access4Employment. She manages her multi-disciplinary team of expert consultants who provide AT, AAC, and Accessibility Services for students and adults to access education and the workplace. Diana has over 20 years of experience in Assistive Technology in K-12, Post-Secondary, and Adult services. She is a presenter and trainer nationally and internationally for schools, organizations, agencies, and conferences, as well as a service provider for individuals of all ages. Prior to launching her business, Diana was the AT Specialist at the University of New Hampshire, Student Accessibility Services, and she started her career in special education services. *Financial disclosure: Ms. Petschauer owns ATforED and Access4Employment. She receives speaking and consulting fees. There are no non-financial disclosures. Full course description is on page 10.*



**COURSE #1**

**Managing Challenging Behaviors and Effective Social Skills Training for Individuals with Autism Spectrum Disorders**

Jed Baker, PhD

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

**Target Age Range:** Pre-Kindergarten - Young Adult

**Course Description**

Individuals with social-behavioral challenges often present with difficulty regulating their feelings and interacting socially. This workshop describes how to develop a collaborative relationship to handle meltdowns and design effective behavior plans to prevent these moments and reduce frustration and anxiety. The second part of the presentation details strategies to motivate individuals

to learn, ways to teach social skills, how to generalize skills into the natural setting and increase acceptance and tolerance from peers. Information will be imparted through lecture, interactive exercises, and video clips

**Learning Objectives**

Articulate how best to think about challenging behaviors to insure better outcomes

Describe strategies to deal effectively with anxiety and frustration; both to deescalate and prevent meltdowns

Identify ways to motivate verbal and non-verbal individuals to want to socialize

Describe how to choose effective strategies for teaching and generalizing skills

Create programs for typical peers to accept individuals with disabilities, reduce bullying and model positive behaviors

**Course #1 Schedule Wednesday, July 13**

8:00-9:30	Understanding of challenging behaviors precedes effective intervention	12:30-2:00	Why most social skills programs fail; six key components of social skills training
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Managing and preventing challenging behaviors	2:30-4:00	Sample peer sensitivity lessons; specific skill lessons in empathy, conversational skills, conflict management and more
11:30-12:30	Lunch	4:00-4:30	Course evaluation



**COURSE #2**

**The Neuropsychology of Emotional Disorders: A Framework for Effective Interventions**

Steven Feifer, DEd, ABSNP

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

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

**Course Description**

This workshop will explore the neural architecture of emotional behavior by examining various brain structures that form 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. Particular focus will be on factors leading to emotional dysregulation and the neurobiological underpinnings of stress and trauma on the brain. There are several environmental factors that can impact both cognitive and social-emotional development in children:

environmental deprivation, poverty, childhood abuse, witnessing violence, and pandemics, to name a few. Schools can enhance emotional wellness in children through early prevention efforts, appropriate assessment strategies, teaching collaborative problem solving, and developing a nurturing school climate to foster emotional growth for all children. Specific assessment strategies, innovative screening tools, and targeted classroom interventions will be shared.

**Learning Objectives**

Articulate the prevalence of trauma and stress for school-aged children and the various sources from which trauma can occur

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

Identify five essential steps toward the development of a "trauma-informed" school

Explain the merits of utilizing a collaborative problem-solving approach to develop greater emotional resiliency for all children

Implement effective assessment strategies, screening tools, and classroom interventions for children with emotional self-regulation and behavioral disorders

**Course #2 Schedule Wednesday, July 13**

8:00-9:30	The ED paradox for schools; Defining sources of stress and trauma on children; How anxiety impacts learning and social emotional development	12:30-2:00	How to develop a trauma-informed school; Collaborative problem solving and fostering emotional resiliency
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Six key brain regions involved with emotional dysregulation; The impact of the pandemic on cognition and social-emotional regulation	2:30-4:00	Crafting a trauma-informed assessment; Classroom strategies and interventions for students with emotional dysregulation
11:30-12:30	Lunch	4:00-4:30	Course evaluation



**COURSE #3**

**Self-Regulation in Children: Keeping the Body, Mind, and Emotions on Task in Children with Autism, ADHD or Sensory Disorders**

Varleisha Gibbs, PhD, OTD, OTR/L, ASDCS

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

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

**Course Description**

Clinicians, caregivers, and educational professionals need proven tools and techniques to address the needs of children living with trauma, Autism, ADHD, and Sensory Processing Disorders, and the challenging behaviors that often accompany them - hyperactivity, aggressiveness, self-stimulatory, and inattentiveness. Join Dr. Varleisha Gibbs as she guides you on a journey to gain essential knowledge of underlying neuroanatomical connections to help better select and develop appropriate interventions. Through virtual brain dissection with video wet labs and video case examples, you will learn the neurological connection to various

sensory strategies and current treatment techniques, including mindfulness, activation of the Vagus nerve, music and movement, and respiratory-based techniques. This course presents an analysis of specific treatment techniques from two programs developed by Dr. Gibbs: The Self-Regulation and Mindfulness Program and the recently developed Trauma Treatment in ACTION Approach. While the primary age target of this session is preK-Grade 8, practitioners working with any age group can benefit from knowledge of these structures and techniques.

**Learning Objectives**

Describe the neurological connection to the various sensory strategies for treating children and adolescents diagnosed with complex trauma, Autism, ADHD and Sensory Processing Disorders

Implement current treatment techniques such as mindfulness, activation of the Vagus nerve, music and movement, and respiratory-based techniques to improve client level of functioning

Design neurologically tailored sensory interventions in the treatment of challenging behaviors in children, such as hyperactivity, hypo-activity, aggressiveness, self-stimulatory and inattentiveness

Develop treatment plans based on the Self-Regulation and Mindfulness, and Trauma Treatment in ACTION approaches

**Course #3 Schedule Thursday, July 14**

8:00-9:30	Introduction and neurological overview	12:30-2:00	Implementing the ACTION from Trauma Techniques
9:30-10:00	Break		
10:00-11:30	Applying the Self- Regulation and Mindfulness Program	2:00-2:30	Break
		2:30-4:00	Case Examples and Treatment Plan Development
11:30-12:30	Lunch		
		4:00-4:30	Course evaluation



**COURSE #4**

**Embedding SEL in Daily Instruction to Improve Student Engagement and Academic Success**

Mike Anderson, MS

**Target Audience:** General Education Teachers, Special Education Teachers, Resource Room Teachers, Title 1 Teachers, Reading Specialists, School Counselors, Psychologists, 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**

Social and emotional learning (SEL) skills are critically important for student success in school and beyond. Students need skills of self-awareness to set realistic goals and make good choices about their learning. They need good self-management skills to focus on learning amidst distractions and to persevere when work gets challenging. Students must also learn key social awareness and relationship skills in order to work well with others. Importantly, these are the very skills that employers are most looking for in their employees. If SEL skills are what students need to be

successful now and later, we need to teach them! The good news is, teaching SEL skills is not “something else to do.” Instead, we can weave SEL skills right into the fabric of daily instruction using simple and practical strategies. Come join other passionate and dedicated professionals for this two-day intensive and be ready to bring back lots of new strategies, skills, and resources to enhance student learning.

**Learning Objectives**

Define social and emotional learning (SEL) skills  
 Explain why SEL skills are important in any learning environment (school, home, or online)  
 Identify the SEL skills that help students succeed with schoolwork

Articulate practical strategies for embedding SEL skills within current instructional practice  
 Create an implementation plan for embedding SEL  
 Access online support resources for continued learning and implementation

**Course #4 Schedule Thursday, July 14**

8:00-9:30	What is SEL (and why is it so important?); introduce and explore LiveBinder of resources	12:30-2:00	Implementation Strategies, Part 1: Eliciting ideas from students, modeling, interactive learning structures, games and activities
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Practice identifying SEL in action; application: SEL in your teaching	2:30-4:00	Implementation Strategies, Part 2: Student Choice Workshop: consolidation and planning
11:30-12:30	Lunch	4:00-4:30	Course evaluation



**COURSE #5****Teaching Students Who Struggle: Applying Brain-Based Learning Principles for Improved Efficacy**

Darlyne de Haan, EdD

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

**Target Age Range:** Kindergarten - 12th grade

**Course Description**

Ever wonder how video games are so easily able to capture and prolong students' attention? They employ brain-based attention strategies! In this course, you will learn how the brain is directly connected to student achievement and behavior, and how to use these strategies to plan lessons with the same motivating characteristics of video games. You will learn how to use brain-based strategies to arouse students' curiosity and interest, how to counteract the negative effects of stress, boredom,

and frustration, and to understand how they impact memory. Attendees will walk away with knowledge on how to guide students to a more successful experience in school.

**Learning Objectives**

Describe the basics of brain function and how and why stress impacts learning

Create effective instruction and classroom management through the application of the principles of brain functions

Incorporate the motivating characteristics of video-gaming goals, achievable challenges, prediction, and continual feedback into classroom learning

Discuss how the Hippocampus, memory, and previous knowledge are connected and their application to lesson design

**Course #5 Schedule Friday, July 15**

8:00-9:30	The Brain- Stress and Pleasure	12:30-2:00	The Video Game Model
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Understanding Memory	2:30-4:00	Application to Content
11:30-12:30	Lunch	4:00-4:30	Course evaluation

**COURSE #6****Technology Tools and Strategies for Supporting Executive Function and Literacy**

Diana Petschauer, MEd, ATP

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

**Target Age Range:** Grade 3-YA

**Course Description**

Executive function and literacy challenges can limit functional capabilities in all areas of occupation for neurodiverse individuals with Autism, Dyslexia, ADHD, Learning Disabilities, Nonverbal Learning Disability, TBI, or other cognitive disabilities. Students and adults alike can experience difficulties that lead to frustration and shutdown or other behaviors. Executive function and literacy skills are also necessary for successful transitions to middle school, high school, post-secondary education, the workplace, and the community. Preparing students early with successful executive function and literacy strategies, tools and assistive technologies promotes student autonomy, confidence, and independence.

This session will explore a wealth of tools for organization, time management, focus and attention, reminders, short term and working memory, visual schedules and timers, research and study tools, note taking, emotional regulation, behavior supports for impulsivity and self-regulation, reading and writing support including comprehension and written expression,

Accessible Educational Materials (AEM) and more. High Tech and Light Tech will be shared, and all devices and platforms will be addressed. These tools and methods are supporting many students and professionals in schools, including those who are short-staffed and overwhelmed. The burden is lifted when we empower the learners and provide training that coincides with the busy schedules of education professionals. We will discuss, demonstrate and explore strategies, tech tools and implementation methods together, even if you're short on time, staff, and resources. Leverage student training to promote independent learning! If you are a staff professional, consultant or therapist, these skills and tools will add to your knowledge and toolkit for working with students and families.

Plan to bring your device(s) of choice, as we will explore options for Chromebooks, Laptops (Windows/ Mac), iPad/ iPhone, Android, Microsoft and Wearables. An abundance of resources and materials will be shared to revisit, review, practice and share as you prioritize what you bring into your next school year.

**Learning Objectives**

Identify and Describe Tools to support Organization and Time Management

Identify and Describe Tools to support Focus, Attention, Short Term & Working Memory, Note Taking and Research

Identify and Describe Tools to support Emotional Regulation, Self-Regulation, and Impulsivity

Identify and Describe Tools to support Reading Comprehension, Written Expression, and Accessible Materials

**Course #6 Schedule Friday, July 15**

8:00-9:30	Organization and Time Management; Practice Activities	12:30-2:00	Emotional Regulation, Self-Regulation, and Impulsivity; Practice Activities
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Focus, Attention, Short Term and Working Memory, Note Taking and Research; Reflect & Connect	2:30-4:00	Reading Comprehension, Written Expression, and Accessible Materials; Reflect & Connect
11:30-12:30	Lunch	4:00-4:30	Course evaluation

**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 smartphones. Details on accessing the Zoom conference will be sent to registered attendees one week before the conference.

**CONFERENCE REGISTRATION:** Visit [rehabseminars.org](http://rehabseminars.org) to register online. You may also mail registration forms to Rehab Seminars, PO Box 2450, Vashon, WA, 98070 or fax to (206) 749-9995.

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

**PURCHASE ORDERS:** Please visit [rehabseminars.org](http://rehabseminars.org) to register. Your purchase order does not need to be complete for you to register. Once your purchase order is complete please email to [info@rehabseminars.org](mailto:info@rehabseminars.org) or fax 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](http://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.

**NAME CHANGES:** Registration sign-in sheets 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](mailto:info@rehabseminars.org).

**SIGN-IN:** All attendees are required to sign in during the conference to verify attendance.

**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](http://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. This conference qualifies for 6.5 continuing education direct contact hours per day (up to 19.5 contact hours for the conference). 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 [ceadmin@rehabseminars.org](mailto:ceadmin@rehabseminars.org).

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

WWU Course Description: 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](http://rehabseminars.org). In order to earn WWU credits you must attend sessions and meet completion requirements for the entire three-day event and submit the completed written assignment, registration form, and course evaluations. Cost: \$105 for 2 college credits.



Please note that WWU operates under the quarter system. These are therefore quarter credits, equivalent to 1.34 semester credits. For additional details, visit [rehabseminars.org](http://rehabseminars.org).



Rehab Seminars

**SPEECH-LANGUAGE PATHOLOGISTS:**

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

**CALIFORNIA SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY AND HEARING AID DISPENSERS BOARD:**

Rehab Seminars is approved 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. There is a \$20.00 fee for OSPI Clock Hours. Attending the entire conference is 19.5 contact hours (6.5 hours per day).

**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 per day or .65 CEUs (attending all 3 days is offered for up to 1.95 AOTA CEUs) in the category of Domain of OT and Occupational Therapy Process (Level: Intermediate). Partial credit will be issued for partial attendance. The assignment of AOTA CEUs does not imply endorsement of specific course content, products, or clinical procedures by AOTA.

**NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS:**

Rehab Seminars is approved by the National Association of School Psychologists to offer professional development for school psychologists (approved provider #1099). Full day courses are 6.5 contact hours (6.5 CPD) or 19.5 contact hours (19.5 CPD) for all three days. 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 offered for APA credit : 1-6

**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.

**COUNSELORS:**

Rehab Seminars has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 7104. Programs that do not qualify for NBCC credit are clearly identified. Rehab Seminars is solely responsible for all aspects of the programs. Courses offered for NBCC credit: 1-6

**PHYSICAL THERAPY BOARD OF CALIFORNIA:**

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

**CRITERIA OF COURSE COMPLETION FOR DOCUMENTING CE HOURS:**

All attendees must sign in in the morning and again in the afternoon, each day, in order to receive full credit. 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.

**CERTIFICATE OF COURSE COMPLETION:**

Certificates 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.

**CREDIT FOR TEACHERS:**

Rehab Seminars is recognized as an approved CE provider in several US states. Check the conference website for current details. Some states accept only college credits for re-licensure; in that case, you are advised to opt for the WWU Graduate Credit program (see previous page). If you have any questions regarding CE approval, contact the CE Administrator at [CEAdmin@rehab-seminars.org](mailto:CEAdmin@rehab-seminars.org).

**WA TEACHER STEM CREDITS:**

The following course is available for STEM credit in WA state: #6

**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 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 July 13, 14, and 15, 2022

**Please provide a registration form for each person attending.**

Visit our website at [rehabseminars.org](http://rehabseminars.org) to register online, or mail registration forms to: Rehab Seminars PO Box 2450, Vashon, WA 98070. 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)       Get updates on future conferences

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, JULY 13, 2022

**Course #1** –Managing Challenging Behaviors and Effective Social Skills Training for Individuals with Autism Spectrum Disorders

**Course #2** - The Neuropsychology of Emotional Disorders: A Framework for Effective Interventions

### DAY 2: THURSDAY, JULY 14, 2022

**Course #3** –Self-Regulation in Children: Keeping the Body, Mind, and Emotions on Task in Children with Autism, ADHD or Sensory Disorders

**Course #4** – Embedding SEL in Daily Instruction to Improve Student Engagement and Academic Success

### DAY 3: FRIDAY, JULY 15, 2022

**Course #5** – Teaching Students Who Struggle: Applying Brain-Based Learning Principles for Improved Efficacy

**Course #6** –Technology Tools and Strategies for Supporting Executive Function and Literacy

**FEE SUMMARY:**

**Check One**

	<b>Registration Fee Through July 6, 2022</b>	<b>Registration Fee After July 6, 2022</b>
One Day Registration Fee.....	<input type="checkbox"/> \$219.....	<input type="checkbox"/> \$239
Two Day Registration Fee .....	<input type="checkbox"/> \$369 .....	<input type="checkbox"/> \$399
Three Day Registration Fee.....	<input type="checkbox"/> \$489 .....	<input type="checkbox"/> \$529

**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:** \_\_\_\_\_

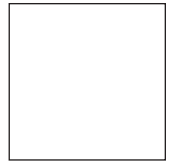
Registration less a 20% processing fee is refundable if cancellation occurs more than 30 days before conference start date.

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



**REHAB SEMINARS**  
GENERAL & SPECIAL EDUCATION CONFERENCES

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



## 2022 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

**2022 General & Special  
Education Conference  
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**Register online at:  
[www.rehabseminars.org](http://www.rehabseminars.org)**

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