

A Professional Continuing Education Event

2021 General & Special Education Conference

PRE-K THROUGH 21 YEARS

Live Virtual Event

Wednesday, Thursday, Friday | March 10–12, 2021

CHOOSE FROM 19 INTENSIVE FULL-DAY COURSES

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

- Trauma-Informed Approaches
- Practical Applications of the SCERTS Model
- Fostering Independence in Students with ASD
 - Embedding SEL in Daily Instruction
- Integrated Technology Tools to Support Dyslexia
- Achieve Success with Defiant, Emotional, and Disengaged Students
- Using the Power of Play to Create Calm, Grounded, and Engaged Learners
- Interventions for Executive Function Difficulties
- ... And MUCH more



Western Washington
University Graduate
Credits

Professional
CE Hours:



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GENERAL & SPECIAL EDUCATION CONFERENCES



90 MINUTE KEYNOTE: TUESDAY, MARCH 9, 2021

4:00-5:30 PM Pacific Time

The Difference Intervention: Reframing Student Backgrounds to Improve Motivation, Behavior, and Well-Being

Mesmin Destin, PhD

DAY ONE: WEDNESDAY, MARCH 10, 2021

Supporting Neurodiverse Learners **All ages**

Course #1 – Practical Applications of the SCERTS Model to Create Classroom and Individual Supports and Enhance Emotional and Energy Regulation

Amy C. Laurent, PhD, OTR/L and Jacquelyn Fede, PhD (pg 8)

Managing Difficult Behavior **K-21 years**

Course #2 – Achieve Success with Defiant, Emotional, and Disengaged Students

MaryAnn Brittingham, MS, Family and Child Counseling (pg 9)

Play-Based Strategies **All ages**

Course #3 – Using the Power of Play to Create Calm, Grounded, and Engaged Learners

Janine Halloran, MA, LMHC (pg 10)

Assistive Technology **K-21 years**

Course #4 – Every Move Counts, Clicks and Chats: A Sensory-Based Approach to Communication and Assistive Technology - Part 1

Jane Korsten, MA (pg 11)

Autism & Developmental Disorders **3 years–21 years**

Course #5 – The Challenge of Challenging Behaviors! Understanding and Effectively Addressing the Behavioral Challenges of Students with Autism Spectrum Disorder

Susan K. Lewis Stokes, MA, CCC-SLP (pg 12)

Social and Emotional Learning **K-21 years**

Course #6 – Embedding SEL in Daily Instruction to Improve Student Engagement and Academic Success - Part 1

Mike Anderson, MS (pg 13)

DAY TWO: THURSDAY, MARCH 11, 2021

Autism and Developmental Disorders **K-21 years**

Course #7 – It’s All About Independent Functioning! Practical Strategies that Foster Independence for Students with ASD

Susan K. Lewis Stokes, MA, CCC-SLP (pg 14)

Executive Function **PreK-21 years**

Course #8 – Interventions for Executive Function Difficulties: Changing the Brain to Change Behavior

George McCloskey, PhD (pg 15)

Trauma-Informed Approaches **K-21 years**

Course #9 – Trauma-Responsive Functional Behavior Assessment and Behavior Intervention Planning - Part 1

Lynne DeSousa, MS, School Psychologist (pg 16)

Assistive Technology **K-21 years**

Course #10 – Every Move Counts, Clicks and Chats: A Sensory-Based Approach to Communication and Assistive Technology - Part 2

Jane Korsten, MA (pg 17)

Social and Emotional Learning **K-21 years**

Course #11 – Embedding SEL in Daily Instruction to Improve Student Engagement and Academic Success - Part 2

Mike Anderson, MS (pg 18)

Social Skills **K-12th grade**

Course #12 – Teaching Social Skills Remotely

Rebecca Moyes, MEd (pg 19)

DAY THREE: FRIDAY, MARCH 12, 2021

Dyslexia and Specific Learning Disabilities **K-21 years**

Course #13 – Integrated Technology Tools to Support Dyslexia and Other Language-Based Learning Disabilities

Sharon Plante, MA (pg 20)

Emotional Disorders **PreK-21 years**

Course #14 – The Neuropsychology of Emotional Disorders: A Framework for Effective Interventions

Steven G. Feifer, DEd, ABSNP (pg 21)

Trauma-Informed Approaches **K-21 years**

Course #15 – Trauma-Responsive Functional Behavior Assessment and Behavior Intervention Planning - Part 2

Lynne DeSousa, MS, School Psychologist (pg 22)

Student Assessment **K-21 years**

Course #16 – Grading Smarter, Not Harder: Building an Assessment Strategy to Empower Struggling Learners

Myron Dueck, MEd (pg 23)

Social Skills **2nd Grade - 21 years**

Course #17 – “Yes, And…” Using Improv to Promote Academic and Social-Emotional Success for Students With (and Without) Disabilities

Jim Ansaldo, PhD Ed (pg 24)

Equity in Special Education **All ages**

Course #18 – Fostering Equity in Special Education

William White, EdS, MEd (pg 25)

Moderate/Severe **K-12th grade**

Course #19 – Opening the Doors to Students with Moderate to Significant Cognitive or Developmental Delays

Kathy Morris, MEd (pg 26)

2021 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 descriptions are on pages 13 and 18.*



Jim Ansaldo, PhD, is a Research Scholar at the Center on Education and Lifelong Learning, Indiana Institute on Disability and Community, Indiana University Bloomington. For 20 years, he has conducted research, supported school change efforts, and facilitated teacher professional learning around applied improvisation, culturally responsive practice, curriculum design, problem-solving, and reflective communication. Jim is a founder and co-director of Camp Yes And, an improv summer camp for teens on the autism spectrum and educators. *Financial disclosure: Dr. Ansaldo receives teaching and speaking fees and is employed by Indiana University. There are no non-financial relationships to disclose. A full course description is on page 24.*



MaryAnn Brittingham, MS, holds a master's degree in Family and Child Counseling from Long Island University and a bachelor's degree in Elementary and Special Education from D'Youville College. She has over 35 years of experience as a special education teacher and child/family counselor, with experience working in psychiatric settings creating therapeutic options for students who require higher levels of emotional and academic support. MaryAnn is a certified trainer at Life Space Crisis Intervention, which uses interactive therapeutic strategies to transform crisis situations into learning opportunities, and she teaches graduate-level courses in special education and educational psychology at two colleges in New York. Her passion is to help educators gain insights into student behaviors in order to create a safe learning environment where students can discover their talents. MaryAnn is the author of several books, including: *Transformative Teaching: Changing Today's Classroom Culturally, Academically and Emotionally; Respectful Discipline; Dealing with Difficult Parents; and Motivating the Unmotivated: Practical Strategies for Teaching the Hard-to-Reach Student*. MaryAnn's courses focus on practical solutions for helping students to become successful in both the general education and the special education classroom. *Financial disclosure: Ms. Brittingham receives teaching and speaking fees from her company, Brittingham Personal Development Seminars. There are no non-financial relationships to disclose. A full course description is on page 9.*



Lynne DeSousa, MS, is a Multi-Tiered System of Supports Specialist and the Response to Intervention and Positive Behavioral Interventions and Supports Integration Coordinator for the Colorado Department of Education. In more than 26 years in education, she has served as a CDE Regional Implementation Consultant, a district PBIS/Mental Health coordinator, school-based PBIS Facilitator, a school psychologist, and a counselor. She brings a unique perspective to the work of alignment and integration within a multi-tiered framework and how to effectively and efficiently layer a continuum of evidence-based practices that matches supports to student need. Lynne has an MS in School Psychology from California State University, Fresno. *Financial disclosure: Ms. DeSousa is employed by the Colorado Department of Education, and she receives speaking and consulting fees. There are no non-financial relationships to disclose. Full course descriptions are on pages 16 and 22.*



Mesmin Destin, PhD, is an associate professor at Northwestern University in the Department of Psychology and in the School of Education & Social Policy. He is also a fellow of Northwestern's Institute for Policy Research. Dr. Destin directs a multidisciplinary lab group and engages in research that investigates social psychological mechanisms underlying socioeconomic disparities in educational outcomes during adolescence and young adulthood. He uses laboratory and field experiments to identify the resources, social factors, and interactions that influence how young people perceive themselves and pursue their futures. Dr. Destin's research has been funded by organizations including the National Science Foundation, the Russell Sage Foundation, the Spencer Foundation, and the William T. Grant Foundation. He recently contributed to a report by the National Academies of Sciences, Engineering, and Medicine titled, "The Promise of Adolescence: Realizing Opportunity for All Youth", and he has received awards including the American Psychological Association Distinguished Scientific Award for Early Career Contribution to Psychology. *Financial disclosure: Dr. Destin is employed by Northwestern University and receives speaking fees. There are no non-financial relationships to disclose.*



Myron Dueck, MEd, has 23 years of teaching and administrative experience in both Canada and New Zealand. He has taught a range of subjects in grades 4 through 12. Myron has developed a number of grading, assessment, and reporting systems with his classes in which students have greater opportunity to show what they understand, adapt to the feedback they receive, and play a significant role in the reporting of that learning. Myron has been a part of administrative teams, district groups, school committees, and governmental bodies that have further broadened his access to innovative ideas. Myron has shared his stories, tools, and first-hand experiences with public, charter, and international school educators around the world, and recently his presentations have diverged to include global education trends and broader socioeconomic realities that impact learning. He is the author of the best-selling book, *Grading Smarter, Not Harder—Assessment Strategies that Motivate Kids and Help Them Learn* and in 2015 ASCD released a video project based in his own school district entitled "Smarter Assessment in the Secondary Classroom". In 2019, ASCD released the first of a three-part online streaming series entitled "Ask Them", looking at how we include students in assessment. *Financial disclosure: Mr. Dueck is employed by the Okanagan-Skaha 67 School District in British Columbia and receives speaking and consulting fees. He receives book royalties from his publisher, ASCD. There are no non-financial relationships to disclose. A full course description is on page 23.*



Jacquelyn Fede, PhD, is a super fun, autistic self-advocate and developmental psychologist. She currently works as a community engagement research associate on an Institutional Development Award (IDeA) from the National Institutes of Health (NIH) in the state of Rhode Island. Her research interests include immigration policy, autism, and program evaluation. She uses her experience to help educate others about autism through lecturing, blogging, and consulting on evaluation projects in school districts and communities. A full scholarship Division I athlete in college, Dr. Fede continues to meet her sensory needs by seeking extreme physical activity. She also enjoys the use of creativity and art for expression. *Financial disclosure: Dr. Fede receives speaking and teaching fees and is an owner and co-director of Autism Level Up! There are no non-financial relationships to disclose. A full course description is on page 8.*



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 relationships to disclose. A full course description is on page 21.*



Janine Halloran, MA, LMHC, is a Licensed Mental Health Counselor who has been working with children, teens, and their families for 20 years. She has been helping children and teens build their social skills and coping skills throughout her career in various settings, including schools, mental health clinics, and in her private practice. Janine has spoken both nationally and internationally and is a member of the TODAY Parenting Team. She is the author of several books, including the best-selling *Coping Skills for Kids Workbook*. Janine's work has appeared in the Boston Globe, Huffington Post, PsychCentral, and The Skimm® newsletter. She lives in Massachusetts with her husband and two children. *Financial disclosure: Ms. Halloran is owner of Encourage Play, LLC and Coping Skills for Kids. She receives speaking and consulting fees and receives royalties from her publisher, PESI Publishing & Media. There are no non-financial relationships to disclose. A full course description is on page 10.*



Jane Korsten, MA, holds a Master's Degree in Speech Pathology and Audiology from the University of Illinois and an undergraduate degree in elementary education from the University of Kansas, with additional post-graduate courses from the University of Kansas, University of Missouri at Kansas City, University of Nebraska, Hamline University, Ottawa University, and Research Institute for Assistive and Training technologies (RIATT), University of New Mexico. She has worked as a speech pathologist and as an AT resource with individuals from "birth to earth" having significant sensory motor differences and autism. She has worked in public schools, supported living settings for adults, and in private practice, developing alternate communication systems for individuals who are non-verbal. She was the principal investigator on an Innovative Research Grant funded through the National Institutes of Health. This three-year research project led to the development of Every Move Counts: a Sensory Based Approach to Communication. In addition to Every Move Counts and Every Move Counts, Clicks and Chats, Jane is a co-author of *How Do You Know It? How Can You Show It? Making Assistive Technology Decisions*. She is a founding member of QIAT (Quality Indicators for Assistive Technology), a member of QILT (Quality Indicators Leadership Team), and a board member of the NATE Network (National Assistive Technology in Education). *Financial disclosure: Ms. Korsten is an owner of EMC Communications, Inc. She receives speaking and consulting fees and receives royalties for her books from CAST Professional Publishing and EMC Communications, Inc. There are no non-financial relationships to disclose. Full course descriptions are on pages 11 and 17.*



Amy Laurent, PhD, OTR/L, is a developmental psychologist and a registered pediatric occupational therapist. She is a co-author of the SCERTS Model, a comprehensive, evidence-based model for supporting autistic individuals across the lifespan. She frequently lectures and provides training throughout the United States and internationally on topics related to therapeutic and educational intervention for autistic individuals. She is the recipient of Patricia Buehler Legacy Award for Clinical Innovation from the University of Southern California and has received numerous international grant-funded training initiative awards. Her research interests include emotional regulation and active engagement in natural contexts. She is passionate about neurodiversity and helping others to understand and honor the implications of "different ways of being" in relation to navigating the physical and social world. *Financial disclosure: Dr. Laurent receives speaking and teaching fees, is an owner and co-director of Autism Level Up!, and she receives royalties from her publications from Brookes Publishing 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. A full course description is on page 8.*



George McCloskey, PhD is a professor and Director of School Psychology Research in the Psychology Department of the Philadelphia College of Osteopathic Medicine and holds diplomate status with the American Academy of Pediatric Neuropsychology. He frequently presents at international, national, regional, and state meetings on cognitive and neuropsychological assessment and intervention topics. Based on 20 years of research and experience working with children, adolescents, and adults exhibiting executive function difficulties, Dr. McCloskey has developed a comprehensive model to assess executive function strengths and difficulties and guide intervention efforts. He consults with a number of school districts and private schools nationwide on issues related to improving students' self-regulation capacities in the classroom, behavior management, assessment, and intervention for executive function difficulties related to academic and behavior problems. Dr. McCloskey is the lead author of the books *Assessment and Intervention for Executive Function Difficulties* and *Essentials of Executive Functions Assessment*, and his most recent writing on interventions for

executive function and executive skill difficulties appears in Chapter 10 of the book, *Essentials of Planning, Selecting, and Tailoring Interventions for Unique Learners*. He also is the author of the McCloskey Executive Functions Scales (MEFS) from Schoolhouse Educational Services. *Financial disclosure: Dr. McCloskey is employed by the Philadelphia College of Osteopathic Medicine, receives speaking fees, and receives royalties for his books from Taylor and Francis, Wiley and Schoolhouse Educational Services. There are no non-financial relationships to disclose. A full course description is on page 15.*



Kathy Morris, MEd, has been a special educator for 40 years. She has been a speech therapist and a teacher in self-contained classes for students with emotional disturbances, autism, and cerebral palsy. She was also a resource teacher, diagnostician, and supervisor before becoming a consultant for behavior, autism, LIFE Skills, and assistive technology at an education service center in Texas. She started her own consulting firm specializing in autism and behavior in 1999. As an adjunct professor, she taught a course in applied behavior analysis for teachers. Kathy was honored as Outstanding Educator for Children with Disabilities in 1997. She was also selected as a delegate for the President's Commission on Special Education in 2002. She provides technical assistance in classrooms across the US, Canada, and several other countries. She is a frequent guest on a local news program promoting research-based techniques for working with children and adolescents with ADHD, autism spectrum disorders, and executive functioning differences. Kathy's husband has been a special educator for students with behavior differences. Their oldest son is a gifted speaker and special education teacher. Their twin sons have Fragile X Syndrome and autism spectrum disorder, and one has cerebral palsy. Kathy's family "walks the walk as well as talks the talk." *Financial Disclosure: Ms. Morris owns igivuWings, receives speaking and consulting fees, and receives royalties for her publications from BER. There are no non-financial disclosures. A full course description is on page 26.*



Rebecca Moyes, MEd, is a former teacher and the author of six books in the field of autism and special education. She serves as a special education consultant and behavior specialist for several school districts in Western Pennsylvania. She has presented trainings in 47 states in the US and also in Canada. Previously, she worked as the interim director of the Pressley Ridge School for Autism and as their regional coordinator for consultation and training. She is the founder of the AVID Learning Center, a therapy facility for children with disabilities in New Kensington, PA. Rebecca holds an autism certificate and has completed advanced coursework in applied behavioral analysis. She has also provided autism consultation to the Steele Schneider Law Firm in Pittsburgh and served on Governor Ridge's Autism Task Force in Pennsylvania. *Financial disclosure: Ms. Moyes is the Executive Director for Grade Point Resources, receives speaking and consulting fees, and receives royalties for her publications from Jessica Kingsley and Future Horizons. There are no non-financial relationships to disclose. A full course description is on page 19.*



Sharon Plante, MA, an educator with over 25 years of teaching experience in special education, currently serves as a teacher and Chief Technology Integrator at The Southport School. As a classroom educator certified Orton-Gillingham tutor, she uses her training and understanding of technology to empower students with learning disabilities. Sharon is the co-author of *Using Technology to Engage Students with Learning Disabilities*, which highlights the incorporation of technology through the Universal Design Model to reach all learners. She has presented at the International Dyslexia Association, The Dyslexia Foundation, Northeast Association of Learning Specialists, ATIA, Spotlight on Dyslexia, and Pennsylvania Department of Education. Sharon is a member of the Connecticut Association of Independent Schools Commission on School Growth and Collaboration. Additionally, she was awarded the 2016 Distinguished Alumni Award from George Mason University College of Education and Human Development. *Financial disclosure: Ms. Plante is employed by The Southport School, receives speaking and consulting fees, and receives royalties from Corwin. There are no non-financial relationships to disclose. A full course description is on page 20.*



Susan K. Lewis Stokes, MA, CCC-SLP, has specialized for over 30 years in the area of autism spectrum disorder as a speech/language pathologist and an autism consultant. She frequently provides trainings and student support to various groups and school districts across the United States, Canada, and Mexico. Susan shares practical, evidence-based resources and strategies related to all aspects of ASD, with a specific focus on the use of various modes of technology that function as Positive Behavioral Intervention and Supports to increase independent functioning in all skill areas. *Financial disclosure: Ms. Lewis Stokes receives consulting and speaking fees. There are no non-financial relationships to disclose. Full course descriptions are on pages 12 and 14.*



William White Jr., MEd, EdS, hails from Fredericksburg, VA and is a doctoral candidate in early childhood special education at the University of Washington. William holds an EdS in early childhood special education from the Graduate School of Education & Human Development at The George Washington University. He received an MEd in special education and a BA in political science/pre-law from Virginia State University. William worked as a special education teacher for ten years with experience in both Virginia and Washington, DC. Currently, William is the co-designer and director of My Brother's Teacher, a project dedicated to increasing the presence of Black and Brown males in early childhood education. He also continues to provide pro-bono special education consulting to families of students in the Washington, DC, and the Seattle area. William received the Teacher of the Year Service Award, Center City Public Charter Schools, Washington, DC and is a "Start With Equity" Fellow with The Children's Equity Project, Arizona State University. *Financial Disclosure: Mr. White is director and co-designer of the My Brother's Teacher Project. He is employed by the University of Washington, North Seattle College, and Seattle Pacific University. He receives speaking and consulting fees. Non-financial disclosure: William White is the chair for the Associated Students for the College of Education at the University of Washington. A full course description is on page 25.*

BONUS KEYNOTE FOR ALL REGISTERED ATTENDEES

TUESDAY, MARCH 9, 2021 4:00-5:30 PM

The Difference Intervention: Reframing Student Backgrounds to Improve Motivation, Behavior, and Well-Being

Mesmin Destin, PhD



Course Description: Significant advances in psychological science have shed insight on how to best support the achievement and well-being of students from a diverse range of backgrounds. The interactive session will review the latest experimental research evidence on the effects of strengths-based messages about students' marginalized identities. Participants will explore how the study findings apply to their own learning contexts and educational practice.

Learning Objectives

Understand the effects of engaging with students' identities on their motivation and well-being

Recognize how various contexts provide messages to students about their backgrounds and identities

Describe strategies to convey strengths-based messages about students' backgrounds

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

EARN AN ADDITIONAL 1.5 CONTACT HOURS FOR THIS SESSION



COURSE #1 WEDNESDAY, MARCH 10, 2021

Practical Applications of the SCERTS Model to Create Classroom and Individual Supports and Enhance Emotional and Energy Regulation

Amy Laurent, PhD, OTR/L and Jacquelyn Fede, PhD

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

Target Age Range: All ages

Course Description: Neurodiverse learners often struggle to maintain active engagement in the classroom and virtual learning settings. These struggles frequently stem from mismatches between the learning style and needs of the neurodiverse learner and the characteristics of the environment or activity. This workshop will provide a basic and common understanding of the concept of neurodiversity, including common factors to consider when supporting active engagement within the context of a neurodiversity paradigm and productive, evidence-based educational accommodations. Elements of the SCERTS Model will be highlighted for use both in the classroom and in the virtual environment. Emphasis will be placed

on facilitating active engagement and energy/emotional regulation using developmentally appropriate instructional techniques and individualized transactional supports. The SCERTS Model is a comprehensive, multidisciplinary educational approach designed to support autistic individuals. The model is not exclusive of other treatment approaches and educational methodologies, but rather provides a framework for those who are seeking guidelines for implementing a comprehensive educational plan that is based on knowledge of the core developmental challenges faced by autistic children and our knowledge of the recommended tenets of educational programming.

Learning Objectives

Describe how to apply aspects of a neurodiversity paradigm to individual students

Define energy levels and the impact of these levels on active engagement, given environmental context

Identify accommodations consistent with the SCERTS model to support unique learning differences and to facilitate active engagement in the classroom and virtual environment, including how to support families

Identify factors impacting energy levels and how these factors may pose challenges or provide support, depending on context

Create a draft of an emotional regulation support plan for an autistic student

Course #1 Schedule Wednesday, March 10, 2021

8:00-9:30	Understanding neurodiversity and common factors influencing active engagement		developmental Levels (before words, emerging language, advanced language) for virtual and classroom environments
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Introduction of regulation as construct underlying active engagement Introduction of the SCERTS Model	2:30-4:00	Discussion of energy/emotional regulatory support at various developmental Levels (before words, emerging language, advanced language) for virtual and classroom environments (continued)
11:30-12:30	Lunch break		
12:30-2:00	Discussion of energy/emotional regulatory support at various	4:00	Course evaluation



COURSE #2 WEDNESDAY, MARCH 10, 2021

Achieve Success with Defiant, Emotional, and Disengaged Students

MaryAnn Brittingham, MS, Family and Child Counseling

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

Target Age Range: Kindergarten through 21 years

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

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

Learning Objectives

Explain how and why stress plays a part in our behavior
 Identify the components of a win-win classroom
 Describe the four goals of misbehavior Identify your response style

Demonstrate skills to avoid turning conversations into arguments
 List four techniques to address attention-seekers and power-seeking students
 Articulate the difference between interventions and consequences

Course #2 Schedule Wednesday, March 10, 2021

8:00-9:30	Stress and you; create a win-win environment	12:30-2:00	Use 'game on the table' to find the need behind behavior; meeting the needs of attention-seeking behavior
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Four goals behind misbehavior; orienting strategies: increasing awareness of difficulties and setting goals for intervention	2:30-4:00	Respond to power-seeking students
11:30-12:30	Lunch break	4:00	Course evaluation



COURSE #3 WEDNESDAY, MARCH 10, 2021

Using the Power of Play to Create Calm, Grounded, and Engaged Learners

Janine Halloran, MA, LMHC

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

Target Age Range: All ages

Course Description: Through play, kids can learn essential social and emotional skills, how to self-regulate, relieve stress, and settle their bodies and minds, so they are ready to learn. Play is also a fantastic way to teach children reading, writing, and math! Join Janine Halloran, licensed therapist and founder of Encourage Play, as she explores the power of play and how we can harness that power with children starting in early childhood through the teen years.

The day will start with what the research tells us about how play impacts learning, academics, and social-emotional skills. We will explore what play is, types of play, stages of social play, and play personalities. We will then focus on how play can be harnessed by different ages, from early childhood (imaginative play, pretend play, rough and tumble play), through elementary school, to middle and high school students (communication play, creative play). This course includes hands-on strategies for incorporating play into in-school and remote experiences.

Learning Objectives

Describe current research about the impact of play on academic and social-emotional development in children

Describe different types of play personalities

Describe different types of play and how play changes for children as they move through childhood

Describe the stages of social play

Describe approaches and ideas for integrating play into in-person and remote learning

Course #3 Schedule Wednesday, March 10, 2021

8:00-9:30	How play is the best way for children to learn; studies on play and its impact on academics	2:00-2:30	Break
9:30-10:00	Break	2:30-4:00	How to integrate these types of play into school; ideas for in-person and remote play experiences
10:00-11:30	What is play; types of play; stages of social play	4:00	Course evaluation
11:30-12:30	Lunch break		
12:30-2:00	Play personalities; what does play look like through a child's lifespan		



COURSE #4 WEDNESDAY, MARCH 10, 2021 | PART ONE
Every Move Counts, Clicks and Chats: A Sensory-Based Approach to Communication and Assistive Technology - Part 1

Jane Korsten, MA



Target Audience: Assistive Technology Specialists, Physical Therapists, Occupational Therapists, Speech-Language Pathologists, Principals/Administrators, General Education Teachers, Special Education Teachers, Case Managers, Instructional Assistants and Paraprofessionals, Behavior Specialists, Autism Specialists, Private Tutors

Target Age Range: Kindergarten through 21 years

Course Description: Every Move Counts, Clicks and Chats is an evidence-based, sensory-informed approach to communication and assistive technology for individuals with significant sensory motor differences, developmental differences, and autism. This two-day workshop offers a wealth of strategies to support communication for those currently unable to convey their wants and needs spontaneously in their environment. The curriculum includes

strategies for assessment, intervention, and development of comprehensive individual communication programs. Techniques incorporate current research in the areas of communication, education, and sensory integration. This content applies to all ages and severities of physical/cognitive difference.

(See Day 2 course description on page 17)

Learning Objectives

Define the role of abilities rather than disabilities as they relate to a 'process'-oriented rather than 'product'-oriented approach to implementation strategies and the development of a functional communication system

Describe what the research has to say about prompting, shaping, symbol systems and time delays for early communication

Describe sensory assessment strategies to identify interests and abilities

Describe how to design an effective individualized communication program that builds on the abilities identified through the Every Move Counts, Clicks and Chats assessment strategies

Course #4 Schedule Wednesday, March 10, 2021 (Day 1 of 2)

8:00-9:00	Background of the Every Move Counts project; relevant research on sensory-motor development and its impact on communication and behavior; general philosophy and intent of assessment	11:00-11:30	Guided practice administering sensory assessment via virtual case study
9:00-9:30	Sensory assessment strategies to identify interests and abilities (includes video examples)	11:30-12:30	Lunch break
9:30-10:00	Break	12:30-2:00	Probes, communication assessment strategies, and symbol assessment
10:00-11:00	Sensory assessment strategies continued	2:00-2:30	Break
		2:30-4:00	Summarizing assessment results, identifying appropriate intervention strategies, and Q&A
		4:00	Course evaluation



COURSE #5 WEDNESDAY, MARCH 10, 2021

The Challenge of Challenging Behaviors! Understanding and Effectively Addressing the Behavioral Challenges of Students with Autism Spectrum Disorder

Susan K. Lewis Stokes, MA, CCC-SLP

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

Target Age Range: 3 years - 21 years

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

practices designed to foster positive student behavioral change will be shared during this training.

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

Learning Objectives

Define the function of behaviors in students with ASD in relation to the neurological features and characteristics of ASD

Describe the behavioral impact of three core characteristics of ASD

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

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

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

Describe three ways to incorporate evidence-based practices for specific students to reduce the occurrence of challenging behaviors for students with ASD

Course #5 Schedule Wednesday, March 10, 2021

8:00-9:30	Understanding the ASD behavioral iceberg. Behavioral terminology specific to students with ASD		PBIS to address the social relation and communication needs of students with ASD
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Case studies and evidence-based practices: web-based resources, Positive Behavioral Interventions and Supports, visual supports and video modeling	2:30-4:00	Visual supports and video modeling as PBIS to address sensory/self-regulation needs; restricted and repetitive patterns of behaviors; rigid/inflexible thinking
11:30-12:30	Lunch break	4:00	Course evaluation
12:30-2:00	Visual supports and video modeling as		



COURSE #6 WEDNESDAY, MARCH 10, 2021 | PART ONE

Embedding SEL in Daily Instruction to Improve Student Engagement and Academic Success - Part 1

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.

(See Day 2 course description on page 18)

Learning Objectives

Describe what social and emotional learning (SEL) skills are and why they are so important in any learning format (school, home, online, etc.)

Identify SEL skills embedded in daily schoolwork

Describe at least three practical strategies for teaching SEL skills that can be woven throughout current instructional practices

Describe how to use the CASEL and Habits of Mind frameworks to generate ideas for teaching SEL skills to students

Course #6 Schedule Wednesday, March 10, 2021 (Day 1 of 2)

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: eliciting ideas from students, modeling
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	SEL and the new economy; personal reflection: your own SEL skills
11:30-12:30	Lunch break	4:00	Course evaluation



COURSE #7 THURSDAY, MARCH 11, 2021

It's All About Independent Functioning! Practical Strategies that Foster Independence for Students with ASD

Susan K. Lewis Stokes, MA, CCC-SLP

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

Target Age Range: Kindergarten - 21 years

Course Description: Are you struggling with teaching your students independent functioning skills? If so, this training is for you! A primary goal when teaching students with ASD is to increase independent functioning and decrease dependence on adults. However, this can be quite challenging in school-based settings where the educational climate often fosters adult support. For our students with ASD, who by the nature of their disability can become "prompt-dependent", this instructional style can be quite detrimental. This training will address providing guidance

and instruction to educational professionals to maximize independent functioning skills for students with ASD. A unique educational planning guide will be shared, designed to assist teams in identifying contexts and situations that require adult support while emphasizing the development of independent skills. Participants will leave with numerous practical "learn it today/use it tomorrow" evidence-based strategies, incorporating various modes of technology, to increase the independent functioning skills of students with ASD.

Learning Objectives

Articulate why increasing independent functioning skills in students with Autism Spectrum Disorder is a critical life skill

Describe resources and strategies for providing guidance and instruction to educational professionals to maximize independent functioning skills for students with Autism Spectrum Disorder

Describe how to utilize an independent functioning planning guide to identify student needs and subsequent

strategies for teaching independent functioning skills

Describe three examples of how to use the evidence-based practice of visual supports to teach independent functioning skills to students with Autism Spectrum Disorder

Describe three examples of how to use the evidence-based practice of video modeling to teach independent functioning skills to students with Autism Spectrum Disorder

Course #7 Schedule Thursday, March 11, 2021

8:00-9:30	Understanding the neurological characteristics of ASD, and the importance of developing independent functioning skills	12:30-2:00	Evidence-based practice strategies utilizing various modes of technology to meet the learning and behavioral needs of students with ASD and increase independent functioning
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Resources and strategies to provide guidance and instruction to increase understanding of ASD to maximize independent functioning skills for students with ASD; use of an Independent Functioning Planning Guide to identify student needs and subsequent evidence-based strategies for teaching independent functioning skills	2:30-4:00	Evidence-based practice strategies utilizing various modes of technology to meet the learning and behavioral needs of students with ASD and increase independent functioning (continued)
11:30-12:30	Lunch break	4:00	Course evaluation



COURSE #8 THURSDAY, MARCH 11, 2021

Interventions for Executive Function Difficulties: Changing the Brain to Change Behavior

George McCloskey, PhD

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

Target Age Range: Pre-kindergarten - 21 years

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

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

Learning Objectives

Adequately describe a comprehensive model of executive functions

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

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

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

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

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

Course #8 Schedule Thursday, March 11, 2021

8:00-9:00	Defining Executive Function; comprehensive model of executive functions, executive functions development and clinical diagnoses	12:30-2:00	External control strategies to help students improve functioning in school settings; bridging strategies to help students transition from externally controlled to internally self-regulated
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Internally commanded and externally demanded use of executive functions; motivation and executive functions; learning disabilities vs. producing disabilities; orienting strategies to increase awareness of difficulties and set intervention goals	2:30-4:00	Bridging strategies continued; strategies for strengthening internal self-regulation
11:30-12:30	Lunch break	4:00	Course evaluation



COURSE #9 THURSDAY, MARCH 11, 2021 | PART ONE

Trauma-Responsive Functional Behavior Assessment and Behavior Intervention Planning - Part 1

Lynne DeSousa, MS, School Psychologist



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

Target Age Range: Kindergarten - 21 years

Course Description: Schools across the country are adopting a trauma-responsive approach in order to meet the needs of their diverse populations. These approaches are designed to build collective capacity of educators, students, and families in the recognition and understanding of trauma and its impact on relating, learning, and interacting, with the goal of having successful school experiences. The current pandemic shows that no two people experience the same adverse situation in the exact same way, leading to different levels of impact from mild to severe. Identifying the factors that lead to these differences, how experiences shape the way students interact with their learning environments, and why students may relate to others in certain ways that seem incompatible with their ability to learn, grow, and connect is a critical precondition to providing supports matched to those needs. Functional Behavior Assessment has been widely used in education to answer some of these important questions, getting at the root cause or purpose of behavior.

The conceptual frame underlying FBA is the belief that all behavior serves a purpose, and if we correctly identify the factors underlying that purpose, then we can shift alterable variables to increase student success.

This two-day training incorporates a trauma-informed lens into FBA and the companion behavioral intervention plan, with the goal of matching supports to a student's identified needs. During Day 1, we learn about trauma, its impact, and how it may influence success in school, and how learning environments should incorporate responsive approaches into existing classroom management strategies at the universal level for all students before considering more differentiated or individualized approaches. Next, we will dive deeply into FBA, covering each of the components that make up a basic FBA as well as how to integrate a trauma-informed lens.

(See day 2 course description on page 22)

Learning Objectives

Describe the variables that impact the level of traumatic responses to an event	Demonstrate how to identify antecedent, behavior, consequence pathway
Describe how trauma responses can influence success of learning environments	Describe considerations for trauma-related setting events and preconditions when completing an FBA
Describe how to integrate trauma-informed approaches into existing classroom behavior systems	Demonstrate how to build a competing behavior pathway including identifying appropriate replacement behaviors
Define Functional Behavior Assessment (FBA) and identify its components	

Course #9 Schedule Thursday, March 11, 2021 (Day 1 of 2)

8:00-8:30	Welcome, course overview, and warm-up	12:30-2:00	Let's practice: antecedent, behavior, consequence pathway
8:30-9:30	Grounding the work: variables impacting trauma response	2:00-2:30	Break
9:30-10:00	Break	2:30-3:00	Trauma-sensitive FBA: considering impacts of setting events and preconditions
10:00-11:00	Setting the stage: evidence-based practices for trauma-sensitive classrooms	3:00-4:00	Competing behavior pathway and replacement behaviors
11:00-11:30	The basics: introduction to Functional Behavior Assessment (FBA)	4:00	Course evaluation
11:30-12:30	Lunch break		



COURSE #10 THURSDAY, MARCH 11, 2021 | PART TWO

Every Move Counts, Clicks and Chats: A Sensory-Based Approach to Communication and Assistive Technology - Part 2

Jane Korsten, MA



Target Audience: Assistive Technology Specialists, Physical Therapists, Occupational Therapists, Speech-Language Pathologists, Principals/Administrators, General Education Teachers, Special Education Teachers, Case Managers, Instructional Assistants and Paraprofessionals, Behavior Specialists, Autism Specialists, Private Tutors

Target Age Range: Kindergarten through 21 years

Course Description: Every Move Counts, Clicks and Chats is an evidence-based, sensory-informed approach to communication and assistive technology for individuals with significant sensory motor differences, developmental differences, and autism. This two-day workshop offers a wealth of strategies to support communication for those currently unable to convey their wants and needs spontaneously in their environment. The curriculum includes

strategies for assessment, intervention, and development of comprehensive individual communication programs. Techniques incorporate current research in the areas of communication, education, and sensory integration. This content applies to all ages and severities of physical/cognitive difference.

(See day 1 course description on page 11)

Learning Objectives

Describe how to effectively integrate a communication program that builds on the abilities identified through the Every Move Counts assessment protocols

Describe how to recognize five levels of sequential strategies that support the development of communication and purposeful switch use

Describe the relationship of switch use, symbol understanding, low tech communication and assistive technology (including vocal)

Describe how to effectively integrate communication training into daily activities by providing appropriate choice-making opportunities

Course #10 Schedule Thursday, March 11, 2021 (Day 2 of 2)

8:00-8:30	The philosophical perspective on intervention strategies, what the research tells us about intervention (prompting, introduction of new material and evaluation of effectiveness)	11:30-12:30	Lunch break
8:30-9:30	COUNTS Level I – Response: strategies and case study and COUNTS Level II – Association: strategies and case study	12:30-2:00	The role of switches, CHATS Levels, and general discussion regarding matching voice output to COUNTS and CLICKS
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	COUNTS Level III – Anticipation: strategies and case study, COUNTS Level IV – Choice: strategies and case study, and COUNTS Level V – Expansion: strategies and case study	2:30-4:00	Evaluation of effectiveness and Q&A
		4:00	Course evaluation



COURSE #11 THURSDAY, MARCH 11, 2021 | PART TWO

Embedding SEL in Daily Instruction to Improve Student Engagement and Academic Success - Part 2

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.

(See Day 1 course description on page 13)

Learning Objectives

Describe your own SEL skills and competencies

Describe how to use the strategies of interactive learning structures and choice as a vehicle for self-differentiation to teach SEL

Describe how to use games and activities to teach self-regulation

Describe a robust set of online resources to aid in further learning and implementation of SEL in everyday instruction

Course #11 Schedule Thursday, March 11, 2021 (Day 2 of 2)

8:00-9:30	Looking back and looking ahead; Habits of Mind	12:30-2:00	Teaching self-regulation; implementation strategy: games and activities
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Implementation strategy: interactive learning structures; implementation strategy: choice as a vehicle for self-differentiation	2:30-4:00	Workshop: consolidation and planning; Final reflections and closing
11:30-12:30	Lunch break	4:00	Course evaluation



COURSE #12 THURSDAY, MARCH 11, 2021

Teaching Social Skills Remotely

Rebecca Moyes, MEd

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

Target Age Range: Kindergarten – 12th grade

Course Description: This course will help educators, counselors, and other school-based professionals understand the ways in which social skills instruction can be delivered individually, in small groups, and in classroom settings to build social competency for students in grades K-12 in the remote setting. A range of different methods for teaching social skills will be discussed, as well as their efficacy in

research. Attendees will discover how to write meaningful social IEP goals, as well as how to design data tools to measure progress on these goals. This course will also provide many ideas for developing lesson plans to teach target skills in remote settings, as well as discuss how to provide instruction to address emotional learning and mindfulness.

Learning Objectives

Describe ways to control stimuli and foster attention skills when setting up a remote social skills program

Describe how to create a scaffold approach to social learning

Describe how to differentiate between five types of social learning methodologies, as well as their efficacy in research

List at least three social deficits and identify these with lesson plan ideas

Describe how to develop measurable social skill goals

Describe how to design at least three ways to address resiliency, mindfulness, and emotional learning in a remote setting

Describe how to design appropriate data collection tools for social goals

Course #12 Schedule Thursday, March 11, 2021

8:00-9:30	Important considerations for setting up your remote social skills program; planning for generalization of skill accomplishment	12:30-2:00	Individualized education plan goals for teaching social/emotional learning skills; designing data collection tools to capture student progress
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Evidence-based instructional methods for teaching social skills with examples and ideas for implementation	2:30-4:00	Lesson plan ideas for implementation of social skills instruction, including ideas for teaching mindfulness, resiliency, and self-control
11:30-12:30	Lunch break	4:00	Course evaluation


COURSE #13 FRIDAY, MARCH 12, 2021
Integrated Technology Tools to Support Dyslexia and Other Language-Based Learning Disabilities

Sharon Plante, MA

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

Target Age Range: Kindergarten – 21 years

Course Description: The advancing technology of today's classrooms provides an ideal opportunity to facilitate learning for those with language-based disabilities. Technology allows educators access to a greater range of tools for promoting a more accessible learning environment. Following the principles of Universal Design for Learning (UDL), we will investigate pedagogies for literacy, writing, math, and study skills, and provide opportunities to consider a

variety of engaging tools for learning, remediation, differentiation, and accommodation. Technology boasts the potential to make education engaging and relevant for all learners while providing valuable data related to student performance. This session will equip and empower educators with educational technology tools that enhance and support instruction to engage all learners, especially those with learning disabilities.

Learning Objectives

Identify the three principles of Universal Design for Learning (UDL)

Describe assistive and educational technology tools for instruction, remediation, and accommodations across curricular areas of reading, writing, and math

Articulate alternate and innovative ways to engage students in learning through educational technology

Describe technologies that support students' independence in accessing materials and information, as well as the alternative tools for demonstrating what they know, with considerations for UDL

Course #13 Schedule Friday, March 12, 2021

8:00-10:00	Using technology to enhance structured literacy instruction	12:30-2:00	Planning, drafting, editing, publishing - oh my!
10:00-10:30	Break	2:00-2:30	Break
10:30-11:30	Making math less maddening	2:30-4:00	Executive function/note taking/multiple means of engagement - the kitchen sink of engaging learners
11:30-12:30	Lunch break	4:00	Course evaluation



COURSE #14 FRIDAY, MARCH 12, 2021

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 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. There will be a detailed discussion on behavioral self-regulation, anxiety disorders, and depression from a brain-based educational perspective. Particular focus will be on factors leading to emotional

dysregulation and the neurobiological underpinnings of stress and trauma on the brain. Schools can enhance emotional wellness in children through early prevention efforts, appropriate assessment strategies, and an improved school climate to foster emotional growth for all children. Specific factors related to the development of empathy in children through a social-emotional academic learning paradigm will be featured.

Learning Objectives

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

Define the neural architecture of emotional functioning and six key brain regions responsible for behavioral self-regulation

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

Define the concept of empathy and how to develop greater resiliency in school-age children

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

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

Course #14 Schedule Friday, March 12, 2021

8:00-9:30	Discuss the prevalence of emotional disorders, and review 6 key brain regions involved with emotional regulation	12:30-2:00	Classroom strategies to address emotional dysregulation and how to develop a more trauma-informed school
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Explore the neural correlates of empathy, trauma, and stress, and how to develop resiliency in children	2:30-4:00	Assessment strategies for emotional disorders and explore a model for social emotional academic learning
11:30-12:30	Lunch break	4:00	Course evaluation


COURSE #15 FRIDAY, MARCH 12, 2021 | PART TWO
Trauma-Responsive Functional Behavior Assessment and Behavior Intervention Planning - Part 2

Lynne DeSousa, MS



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

Target Age Range: Kindergarten - 21 years

Course Description: Schools across the country are adopting a trauma-responsive approach in order to meet the needs of their diverse populations. These approaches are designed to build collective capacity of educators, students, and families in the recognition and understanding of trauma and its impact on relating, learning, and interacting, with the goal of having successful school experiences. The current pandemic shows that no two people experience the same adverse situation in the exact same way, leading to different levels of impact from mild to severe. Identifying the factors that lead to these differences, how experiences shape the way students interact with their learning environments, and why students may relate to others in certain ways that seem incompatible with their ability to learn, grow, and connect is a critical precondition to providing supports matched to those needs. Functional Behavior Assessment has been widely used in education to answer some of these important

questions, getting at the root cause or purpose of behavior. The conceptual frame underlying FBA is the belief that all behavior serves a purpose, and if we correctly identify the factors underlying that purpose, then we can shift alterable variables to increase student success.

This two-day training incorporates a trauma-informed lens into FBA and the companion behavioral intervention plan, with the goal of matching supports to a student's identified needs. During Day 2, we will build a behavior intervention plan that connects to the FBA and builds on the 4 domains of trauma-responsive approaches: creating safe environments, building connectedness and relationships, learning self-regulation skills, and creating positive opportunities for students to feel a sense of contribution, mastery, and success.

(See Day 1 course description on page 16)

Learning Objectives

Describe how to connect the behavior intervention plan to the Functional Behavior Assessment

Describe general considerations when selecting evidence-based practices at tiers 2 and 3

Identify the 4 critical components of a trauma-sensitive behavior intervention plan

Describe how to build the capacity and competency of adults working with vulnerable students

Demonstrate how to apply cognitive behavior theory when building self-regulation skills in adults and students

List four essential components to delivering effective social skills instruction

Describe how to utilize point cards and self-monitoring tools

Develop an action plan for integrating trauma-responsive approaches into the Behavior Intervention Plan

Course #15 Schedule Friday, March 12, 2021 (Day 2 of 2)

8:00-8:30	Content review, reflection, and clarity	12:30-2:00	Interventions targeting self-regulation skills; interventions targeting connectedness and relationships
8:30-9:30	Developing a trauma-responsive Behavior Intervention Plan from the FBA		
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Creating safe environments: vulnerable decision points and neutralizing routines	2:30-3:00	Interventions targeting contribution, mastery, and success
11:30-12:30	Lunch break	3:00-4:00	Wrap-up and action plan development
		4:00	Course evaluation



COURSE #16 FRIDAY, MARCH 12, 2021

Grading Smarter, Not Harder: Building an Assessment Strategy to Empower Struggling Learners

Myron Dueck, MEd

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

Target Age Range: Kindergarten - 21 years

Course Description: For many educators, traditional approaches to grading and assessment may seem logical, sensible, and familiar. In many ways we could say of our own school experiences, "hey, it worked for me!" For students who struggle with school, however, the antiquated policies we employ in our grading and assessment routines often exacerbate the enormous challenges they already face. Join this full-day course to examine ways that we can empower all learners, and, in particular, those who exhibit behavioral challenges, those who have learning disabilities, or those who have experienced trauma. Participants can expect to hear real-life accounts of positive change, the tools that facilitated this shift, and how positive relationships were fostered with the most unlikely of students.

This course will start with participants examining their own beliefs and purpose statements around instruction, assessment, and learning – especially as they relate to students who struggle. We will then look at the structure of

student-friendly learning objectives that align with our beliefs and to a set of standards. We will discuss how to share these targets and give students a say in developing them. The instructor will provide concrete steps and templates as to how he and others designed student-monitored re-testing systems and the impact this had on empowering fragile learners. The amazing results of mixing student passion and learning outcomes will be highlighted, and teachers will see how easy it is to grade unconventional/personal student projects. Obviously, homework and rigid deadlines can be a struggle for those who live in poverty, dysfunctional homes, abusive situations, and other difficult environments. In these cases, typical strategies such as grading homework, applying late penalties, or issuing zeros for work unseen are ineffective and even unethical. This course offers replacement routines and tools that can help these struggling students experience a new sense of control over their own learning.

Learning Objectives

Define a personal purpose and belief structure that aligns with an assessment plan to empower struggling learners

Describe how to develop clear, student-friendly learning targets that will guide instructional and grading decisions

Describe how to manage ongoing assessment routines to offer students more than one opportunity to demonstrate understanding

Identify approaches and strategies that will widen the window for all students to demonstrate understanding

Describe how to initiate and manage non-traditional grading approaches to situations involving late work, homework, and zeros

Describe how to empower students to track, and reflect upon, their own homework decisions and behaviors

Course #16 Schedule Friday, March 12, 2021

8:00-9:30	Aligning personal belief structures with an assessment plan to empower struggling learners; developing student-friendly learning targets that will guide instructional and grading decisions	12:30-2:00	Approaches and strategies that widen the window for all students to demonstrate understanding
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Managing ongoing assessment routines to offer students more than one opportunity to demonstrate understanding	2:30-4:00	How to initiate and manage non-traditional grading approaches (late work, homework, and zeros); empowering students to track, and reflect upon, their own homework decisions and behaviors
11:30-12:30	Lunch break	4:00	Course evaluation



COURSE #17 FRIDAY, MARCH 12, 2021

“Yes, And...” Using Improv to Promote Academic and Social-Emotional Success for Students With (and Without) Disabilities

Jim Ansaldo, PhD Ed

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

Target Age Range: 2nd Grade – 21 years

Course Description: Many of us remember watching Drew Carey and his buddies make up characters, scenes, and songs on the TV show, “Whose Line Is It Anyway?” The show taught us that improv is a lot of fun, but it offers much more. Improv represents an integrated approach to addressing academic and social-emotional learning. Improv exercises also align with best practices for supporting students with disabilities, including Universal Design for Learning (UDL), instructional scaffolding, and task analysis. A growing evidence base demonstrates that improv is a powerful tool for supporting students with (and without) disabilities. This

course will have participants up on their feet, laughing, and learning flexible, practical, and effective strategies for engaging students with disabilities in social-emotional and academic learning. This session is geared toward general and special educators, speech-language pathologists, school psychologists and social workers, community-based arts educators, and other educators interested in learning to use improvisational theater methods in classroom and clinical settings. Participants will gain access to a free online “starter pack” of 40 improv exercises.

Learning Objectives

Demonstrate improv exercises that increase flexibility and spontaneity

Demonstrate improv exercises that support emotional regulation and sensory integration

Demonstrate improv exercises that strengthen communication and social skills

Describe the alignment of improv exercises with national academic and social-emotional learning standards

Describe ways that improv enhances a Universal Design for Learning (UDL) approach for supporting students with and without disabilities

Describe and demonstrate the use of instructional scaffolding and task analysis to create appropriately challenging improv exercises for students with and without disabilities

Design a lesson or treatment plan that embeds improv exercises, along with appropriate strategies for instructional scaffolding

Course #17 Schedule Friday, March 12, 2021

8:00-9:30	Introductions, flexibility, and spontaneity; the role of flexibility and spontaneity in emotional regulation and sensory integration	12:30-2:00	Aligning with academic standards; UDL, scaffolding, and task analysis
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Communication and social skills; aligning with SEL learning standards	2:30-4:00	Lesson or treatment plan design
11:30-12:30	Lunch break	4:00	Course evaluation



COURSE #18 FRIDAY, MARCH 12, 2021

Fostering Equity in Special Education

William White, EdS, MEd

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

Target Age Range: All ages

Course Description: In special education, equity is a buzzword frequently used, but rarely understood as it relates to our current context. To advance equity in special education, we must first understand the bias extant in our practice. This course is designed for educators committed to equity who want to deepen their analysis of the impacts of bias and work collaboratively toward a vision that engages all staff and students.

In this course, we will define implicit bias and the impact it has on the classroom and workplace. We will explore

the historical and current policies that have impacted marginalized communities, learn how implicit bias can contribute to toxic stress in our classrooms, and explore ways we can rethink our current policies and procedures to address bias and inequities within the field. To culminate our learning, we will revisit our positionality in the field of special education by working collaboratively on plans to create lasting change in our practices and adopt potential solutions to ultimately advance equity.

Learning Objectives

Define implicit bias as a concept

Describe the historical and current impacts to marginalized communities of institutional policy bias

Describe the ongoing impacts of implicit bias to general education

Describe the role of implicit bias in special needs assessment and access to services

Identify unique challenges posed by implicit bias to special education students of color

Identify biases in curricular materials

Describe how to develop lesson plans with an equity lens

Describe tools to raise awareness and reduce impact of implicit bias

Course #18 Schedule Friday, March 12, 2021

8:00-9:30	What is implicit bias? Historical and current impacts of biased policies and procedures to marginalized communities	12:30-2:00	Identifying and mitigating bias in curriculum; tools and ideas to center equity in teaching practice
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Policy impacts of implicit bias to general and special education; how implicit bias affects special needs assessment and special services for students of color	2:30-4:00	How can we make lasting change? The role of role models; tools and ideas to reduce impacts of implicit bias in schools and communities
11:30-12:30	Lunch break	4:00	Course evaluation



COURSE #19 FRIDAY, MARCH 12, 2021

Opening the Doors to Students with Moderate to Significant Cognitive or Developmental Delays

Kathy Morris, MEd

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

Target Age Range: K-12th grade

Course Description: When considering how to support a student with significant cognitive or developmental delays in a general education setting, it helps to understand that the same evidence-based best practices that apply to general education students also apply to ALL students, regardless of their challenges. Effective teaching methods apply to EVERYONE!

This course will present the Classroom Critical Components, seven practical strategy areas for teachers to support students with moderate to significant delays while

optimizing best practices in the general classroom setting. This comprehensive system of strategies addresses best practices in identification of individual learning objectives and planning differentiated instruction; classroom management, including physical structure, schedules, and a positive behavior climate; new teacher training and support; alignment with state standards; and goal-setting in social communication.

Learning Objectives

Identify the seven critical components needed for effective teaching when working with students with moderate to severe disabilities

Describe how to identify the individual educational objectives that could be successfully met in the general education classroom

Describe how to arrange the physical structure of a classroom to support group, individual, and independent instruction goals

Describe how to ensure instruction is in alignment with standards and takes into consideration a student's needs, interests, and strengths

Describe how to incorporate assessment and data collection practices to measure a student's growth

Identify practical strategies that can be used in virtual teaching of students with moderate to severe disabilities

Describe how to use a structured decision-making process to effectively design a program based on student's IEP which includes the seven critical components

Course #19 Schedule Friday, March 12, 2021

8:00-9:30	Overview of the seven critical components when setting up classroom for moderate to severe disabilities	12:30-2:00	Structured activities, work systems, and visual supports
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Schedules and physical structure	2:30-4:00	Decision-making process
11:30-12:30	Lunch break	4:00	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 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 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 register at rehabseminars.org. 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 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.

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.

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 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 21 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.



**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. 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. 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 2.1 ASHA CEUs (Various Levels, 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. There is a \$20.00 fee for OSPI Clock Hours. Attending the entire conference is 21 contact hours (6.5 hours per day plus 1.5 hours for keynote).

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 and keynote is offered for up to 2.1 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 21 contact hours (21 CPD) for all three days plus keynote. 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 are keynote and course #'s 1, 2, 3, 5, 6, 7, 8, 9, 11, 12, 14, 15 & 17.**

SOCIAL WORKERS, MARRIAGE AND FAMILY THERAPISTS

AND MENTAL HEALTH COUNSELORS: This program has been approved for 21 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 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 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 CEAdmin@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 21 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 March 10, 11, and 12, 2021

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, MARCH 10, 2021

Course #1 - Practical Applications of the SCERTS Model to Create Classroom and Individual Supports and Enhance Emotional and Energy Regulation

Course #2 - Achieve Success with Defiant, Emotional, and Disengaged Students

Course #3 - Using the Power of Play to Create Calm, Grounded, and Engaged Learners

Course #4 - Every Move Counts, Clicks and Chats: A Sensory-Based Approach to Communication and Assistive Technology - Part 1

Course #5 - The Challenge of Challenging Behaviors! Understanding and Effectively Addressing the Behavioral Challenges of Students with Autism Spectrum Disorder

Course #6 - Embedding SEL in Daily Instruction to Improve Student Engagement and Academic Success - Part 1

DAY 2: THURSDAY, MARCH 11, 2021

Course #7 - It's All About Independent Functioning! Practical Strategies that Foster Independence for Students with ASD

Course #8 - Interventions for Executive Function Difficulties: Changing the Brain to Change Behavior

Course #9 - Trauma-Responsive Functional Behavior Assessment and Behavior Intervention Planning - Part 1

Course #10 - Every Move Counts, Clicks and Chats: A Sensory-Based Approach to Communication and Assistive Technology - Part 2

Course #11 - Embedding SEL in Daily Instruction to Improve Student Engagement and Academic Success - Part 2

Course #12 - Teaching Social Skills Remotely

DAY 3: FRIDAY, MARCH 12, 2021

Course #13 - Integrated Technology Tools to Support Dyslexia and Other Language-Based Learning Disabilities

Course #14 - The Neuropsychology of Emotional Disorders: A Framework for Effective Interventions

Course #15 - Trauma-Responsive Functional Behavior Assessment and Behavior Intervention Planning - Part 2

Course #16 - Grading Smarter, Not Harder: Building an Assessment Strategy to Empower Struggling Learners

Course #17 - "Yes, And..." Using Improv to Promote Academic and Social-Emotional Success for Students With (and Without) Disabilities

Course #18 - Fostering Equity in Special Education

Course #19 - Opening the Doors to Students with Moderate to Significant Cognitive/Developmental Delays

FEE SUMMARY:

Check One

One Day Registration Fee..... \$219..... \$239

Two Day Registration Fee \$369 \$399

Three Day Registration Fee..... \$489 \$529

**Registration Fee
Through March 2, 2021**

**Registration Fee
After March 2, 2021**

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.

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

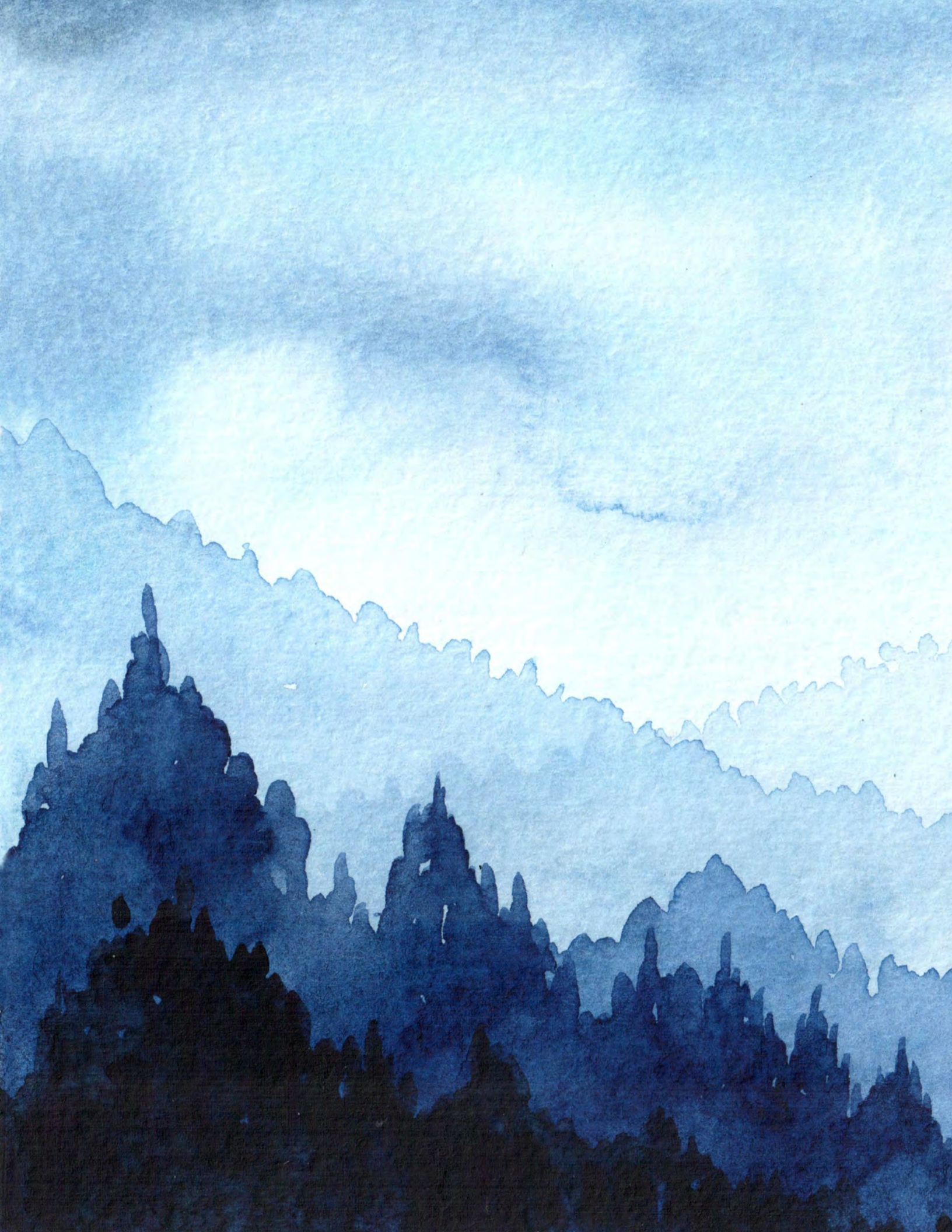
Another Great Conference in May!

Live Virtual Event

Wednesday, Thursday, Friday | May 12–14, 2021

Courses Include:

- Transforming the Learning Experience with Intrinsic Motivators
- Utilizing Neuroeducation Principles in the Classroom for Better Behaved Students and Higher Rates of Student Success
- The Neuropsychology of Stress and Trauma: How to Develop a Trauma-Informed School
- The Role of Energy and Emotional Regulation in Engaging Learners and Reducing Problem Behavior
- Distance Learning with Disabilities: Using the Principles of UDL to Support Inclusive Classrooms
- All Learning is Social and Emotional
- What Is It About Me You Don't Like? Practical Strategies that Help Minimize Challenging Behaviors
- Coping Skills for Big Feelings: Working with Students with Anxiety, Anger, ADHD, and Powerful Emotions
- The Role of Executive Functions in Reading, Writing and Math: Assessment and Intervention Strategies
- The Adversity Spectrum: Trauma-Informed SEL Strategies to Increase Resiliency in Students and Ourselves
- The Invisible Deficits of Autism Spectrum Disorder
- Teaching to Strengths: Supporting Students Living with Trauma, Violence, and Chronic Stress
- AT for All: How Assistive Technology Can Help All Learners with Executive Function
- Building Expert Learners with Universal Design for Learning

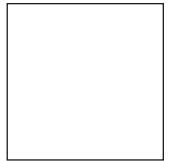




REHAB SEMINARS

GENERAL & SPECIAL EDUCATION CONFERENCES

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2021 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

**2021 General & Special
Education Conference
March 10, 11, & 12**

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

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Fax: (206) 749-9995**