

A Professional Continuing Education Event

2021 General & Special Education Conference

PRE-K THROUGH 21 YEARS

Live Virtual Event

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

CHOOSE FROM 17 INTENSIVE FULL-DAY COURSES

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

- Trauma-Informed Approaches
- Strategies for Challenging and Problem Behaviors
- Utilizing Neuroeducation Principles in the Classroom
- Coping Skills for Powerful Emotions
- Invisible Deficits of Autism Spectrum Disorder
- Assistive Technology for All
- Transform the Learning Experience with Intrinsic Motivators
- Universal Design for Learning
- Executive Function in Reading, Writing, and Math
- ... And MUCH more



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AMERICAN PSYCHOLOGICAL ASSOCIATION



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GENERAL & SPECIAL EDUCATION CONFERENCES



DAY ONE: WEDNESDAY, MAY 12, 2021

The Trauma-Informed School PreK-21 yrs
Course #1 – The Neuropsychology of Stress and Trauma: How to Develop a Trauma-Informed School

Steven Feifer, DEd, ABSNP (pg 7)

Intrinsic Motivation K-21 yrs
Course #2 – Transforming the Learning Experience with Intrinsic Motivators

Mike Anderson, MS (pg 8)

Student Success PreK-Grade 12
Course #3 – Utilizing Neuroeducation Principles in the Classroom for Better-Behaved Students and Higher Rates of Student Success Part 1

Angela Beyer, MEd (pg 9)

Universal Design for Learning PreK-Grade 12
Course #4 – Distance Learning with Disabilities: Using the Principles of UDL to Support Inclusive Classrooms

Deborah Taub, PhD and Allison Posey (pg 10)

Energy and Emotional Regulation All Ages
Course #5 – The Role of Energy and Emotional Regulation in Engaging Learners and Reducing Problem Behavior

Amy Laurent, PhD and Jacquelyn Fede, PhD (pg 11)

Social-Emotional Learning K-Grade 12
Course #6 – All Learning is Social and Emotional

Dominique Smith, EdD (pg 12)

DAY TWO: THURSDAY, MAY 13, 2021

Challenging Behavior Strategies K-21 yrs
Course #7 – What Is It About Me You Don't Like? Practical Strategies that Help Minimize Challenging Behaviors

Kathy Morris (pg 13)

Technology Grade 3 - YA
Course #8 – AT for All: Essential Tools to Support All Learners in Remote, Live Classroom, and Hybrid Settings

Diana Petschauer, MEd, ATP and Laurie McIntosh, MS, OTR/L, ATP (pg 14)

Emotional Regulation K-21 yrs
Course #9 – Coping Skills for Big Feelings: Working with Students with Anxiety, Anger, ADHD, and Powerful Emotions

Janine Halloran, MA, LMHC (pg 15)

Executive Function in School PreK-Grade 12
Course #10 – The Role of Executive Functions in Reading, Writing and Math: Assessment and Intervention Strategies

George McCloskey, PhD (pg 16)

Resiliency K-21 yrs
Course #11 – The Adversity Spectrum: Trauma-Informed SEL Strategies to Increase Resiliency in Students and Ourselves Part 1

Lynne DeSousa, MS, School Psychologist (pg 17)

Student Success PreK-Grade 12
Course #12 – Utilizing Neuroeducation Principles in the Classroom for Better-Behaved Students and Higher Rates of Student Success Part 2

Angela Beyer, MEd (pg 18)

DAY THREE: FRIDAY, MAY 14, 2021

Universal Design for Learning PreK-Grade 12
Course #13 – Building Expert Learners with Universal Design for Learning

Katie Novak, EdD (pg 19)

Student Success PreK-Grade 12
Course #14 – Utilizing Neuroeducation Principles in the Classroom for Better-Behaved Students and Higher Rates of Student Success Part 3

Angela Beyer, MEd (pg 20)

Resiliency K-21 yrs
Course #15 – The Adversity Spectrum: Trauma-Informed SEL Strategies to Increase Resiliency in Students and Ourselves Part 2

Lynne DeSousa, MS, School Psychologist (pg 21)

Managing the Disconnected Student K-21 yrs
Course #16 – Achieve Success With “I Don't Care” Students: Inspiring the Unmotivated

MaryAnn Brittingham, MS, Family/Child Counseling (pg 22)

Understanding Autism PreK-YA
Course #17 – Addressing the Invisible Deficits of Autism Spectrum Disorder

Chris Abildgaard, LPC, NCC, NCSP (pg 23)

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:



Chris Abildgaard, LPC, NCC, NCSP, has been working with individuals on the Autism Spectrum since 1999. He is the owner and director of the Social Learning Center, LLC located in Cheshire, CT. Chris holds a clinical appointment at the Southfield Center in Darien, CT, and is School Psychologist at the Benhaven Academy. Chris is a Nationally Certified School Psychologist, a Nationally Certified Counselor, and a Licensed Professional Counselor with a specialization in Autism Spectrum Disorders. In addition to a master's and 6th year degree in school psychology, Chris has earned a Graduate Certificate from the University of Massachusetts Lowell in Behavioral Interventions in Autism. Since 2008, Chris has presented in eight different states at conventions such as the Autism Society of America and American Counseling Association national conferences, and through the state of Connecticut on topics related to Autism Spectrum Disorders, social cognitive development, executive functioning, and counseling techniques used when working with individuals on the Autism Spectrum. *Financial Disclosure: Chris is employed by the Social Learning Center in Cheshire, CT and he receives speaking and consulting fees. There are no non-financial disclosures. Full course description is on page 23.*



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 disclosures. Full course description is on page 8.*



Angela Beyer, MEd, has a diverse educational background, fusing science and education. Earning her AA in Early Childhood Education while still in high school, she went on to earn three BS degrees - in Neuroscience, Psychology and Biology - from Carthage College. She began as an elementary teacher of children with emotional needs (K-3), then served as the director for a multi-site, non-profit early childhood education program, mentoring and training head start teachers. During this time, she earned an MS in Education from Concordia University. In 2010, she was invited to earn a Graduate Certificate in Mind, Brain and Teaching at Johns Hopkins University, further integrating her educational background. Currently serving as the head of the Education and Early Childhood Education department at San Joaquin Delta College in California, Angela continues to enrich her background in neuroeducation with coursework from universities such as Harvard, Johns Hopkins, Concordia, Berkeley, and Stanford. With over 20 years of experience working directly with children in a multitude of settings and roles, Angela combines a research-based understanding of how our body and brain work together to process information with a highly effective teaching methodology relevant to educators of students of all ages. Her highly engaging presentations combine storytelling and humor to communicate key neuroeducation principles. Participants can immediately apply these strategies in their own educational environments to more efficiently make positive changes in their fields, whether they are teachers in a preK-12 classroom, or college professors like herself. *Financial disclosure: Ms. Beyer is employed by San Joaquin Delta College and receives speaking and consulting fees. There are no non-financial disclosures. Full course descriptions are on pages 9, 18 and 20.*



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 owns Brittingham Personal Development Seminars and receives teaching and speaking fees. There are no non-financial disclosures. Full course description is on page 22.*



Lynne DeSousa, MS, is a Multi-Tiered System of Supports (MTSS) Specialist and the Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS) Integration Coordinator for the Colorado Department of Education (CDE). 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 M.S. 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 disclosures. Full course descriptions are on pages 17 and 21.*



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 disclosures. Full course description is on page 11.*



Steven G. Feifer, DEd, ABSNP, is an internationally renowned speaker and author in the field of learning disabilities and has authored eight books on learning and emotional disorders in children. He has nearly 20 years of experience as a school psychologist and is dually certified in school neuropsychology. Dr. Feifer was voted the Maryland School Psychologist of the Year in 2008 and awarded the 2009 National School Psychologist of the Year. He was the recipient of the 2018 Outstanding Contribution to the Education and Training of Psychologists award by the Maryland Psychological Association. Dr. Feifer serves as a consultant to a variety of school districts and is a popular presenter at state and national conferences. He has authored two tests on diagnosing learning disabilities in children; the FAR and FAM, both published by PAR. *Financial disclosure: Dr. Feifer is in private practice and receives royalties from his publisher, PAR. He receives speaking and consulting fees. There are no non-financial disclosures. Full course description is on page 7.*



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 the 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 disclosures. Full course description is on page 15.*



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. Full course description is on page 11.*



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. Dr. McCloskey has developed a comprehensive model of executive functions that can be used to assess executive function strengths and difficulties and guide intervention efforts. He 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 is also 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 and consulting fees, and royalties for his books from Taylor and Francis, Wiley and Schoolhouse Educational Services. There are no non-financial disclosures. Full course description is on page 16.*



Laurie McIntosh, MS, OTR/L, ATP, joined AT for ED & Access4Employment after 38 years as an occupational therapist in public schools and private practice. She is also a nationally-certified ATP. Her primary experience has been working with school teams to provide accessible educational materials, specially designed instruction, and computer access to students with physical disabilities, learning disabilities, dyslexia, intellectual disabilities, and autism. She has worked with students from preschool to college, and adults across the lifespan. Laurie has recently started a nonprofit organization called Our Place (ourplacenh.org), creating supportive housing for adults with developmental disabilities in the Dover, NH area. Laurie earned her Master’s in Occupational Therapy from the University of New Hampshire and is a seasoned presenter and trainer on OT and AT topics. *Financial disclosure: Ms. McIntosh is employed by ATforED. She receives speaking and consulting fees. There are no non-financial disclosures. Full course description is on page 14.*



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 U.S., 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. Her favorite topic is her family. 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. Full course description is on page 13.*



Katie Novak, EdD, is an internationally renowned education consultant, a practicing leader in education, a graduate instructor at the University of Pennsylvania, Graduate School of Education, and author of 8 books on inclusive practices, including the best-selling *UDL Now! Innovate Inside the Box* with George Couros, and *Equity by Design* with Mirko Chardin. Katie designs and presents workshops both nationally and internationally focusing on the implementation of Universal Design for Learning (UDL), MTSS, inclusive practices, equity in education, and universally designed leadership. *Financial disclosure: Dr. Novak is the president and founder of Novak Educational Consulting. She receives speaking and consulting fees. There are no non-financial disclosures. Full course description is on page 19.*



Diana Petschauer, MEd, ATP, is a RESNA-certified Assistive Technology Professional, AT Consultant & Managing Director of AT for Education (ATforED.com) and Access4Employment. She has over 20 years of experience in Assistive Technology in K-12, Post-Secondary & Adult services, supporting individuals of all ages and abilities to use AT for education, the workplace, community, and home. Diana is the AT/UDL liaison on the NHSTE Board (New Hampshire Society for Technology in Education). Before launching her business, she was the AT Specialist at the University of New Hampshire, Student Accessibility Services, and she started her career in public school special education services. She manages her multi-disciplinary team of expert consultants who provide AT, Ed Tech, AAC & Accessibility services for students and adults to access education, the workplace & community, including Assistive Technology Evaluations, Consultation, and Training, Workshops, and Webinars. *Financial disclosure: Ms. Petschauer owns ATforED and Access4Employment. She receives speaking and consulting fees. Non-financial disclosure: Ms. Petschauer is the AT/UDL liaison for the board of NHSTE (New Hampshire Society for Technology in Education). Full course description is on page 14.*



Allison Posey is a national leader for professional learning and implementation of Universal Design for Learning. She works at CAST, where she collaborates with researchers and educators to integrate and apply current understandings from brain research into instructional practices so that all students are able to access, integrate and become expert learners. Prior to coming to CAST, Allison was a life science teacher in high school and community college settings. She received a degree in Mind, Brain, and Education from Harvard Graduate School of Education and is author of *Engage the Brain: How to design for learning that taps into the power of emotions* (ASCD, 2018) and *Unlearning: Change your beliefs and practice with UDL* (CAST Publishing, February 2020). *Financial disclosure: Ms. Posey is employed by CAST and owns Posey Consulting. She receives royalties, consulting and speaking fees. There are no non-financial disclosures. Full course description is on page 10.*



Dominique Smith, EdD, is a Vice Principal at Health Sciences High and Middle College (HSHMC) located in San Diego, CA. Dominique has helped transform HSHMC to become a restorative school by leading the implementation of restorative practices for the past seven years. He is a consultant and trainer for the International Institute of Restorative Practices (IIRP) and recently published a book with authors Douglas Fisher and Nancy Frey, *Better than Carrots and Sticks*. In 2014, Dominique was the recipient of the National School Safety Advocacy Award. Dominique focuses on creating a well-rounded school climate to allow the growth of all students to become the best student they can be. He believes that students have the right to feel like they have a future and can be successful, no matter the situation. *Financial disclosure: Dominique Smith is employed by Health Sciences High and Middle College and receives book royalties from Corwin. He receives speaking and consulting fees. There are no non-financial disclosures. Full course description is on page 12.*



Deborah Taub, PhD, is a published author who conducts research, training, and technical assistance around ensuring equitable opportunities to learn for all students, including those with significant and complex needs. She has expertise in Universal Design for Learning (UDL), co-teaching and coaching, making standards-based instruction accessible and supporting change. Her work is informed by the practical needs of the classroom. Dr. Taub has provided technical and professional development and coaching for states, territories, and other entities working to develop and sustain systemic change

for best practice. Currently, Dr. Taub works with several collaborators on projects to support UDL and accessible standards-based instruction for all students. She also works with Project TIES as a technical assistance specialist on moving students with significant cognitive disabilities to more inclusive contexts. *Financial disclosure: Dr. Taub is employed by the University of North Carolina, Greensboro, receives speaking and consulting fees, royalties from Brooks Publishing, and a one-time honorarium from the Smithsonian Institution. Non-financial disclosure: Dr. Taub is a member of TASH, CEC, NSTA, AAIDD, and AERA. Full course description is on page 10.*



COURSE #1 WEDNESDAY, MAY 12, 2021

The Neuropsychology of Stress and Trauma: How to Develop a Trauma-Informed School

Steven Feifer, DEd, ABSNP

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

Target Age Range: PreK - 21 years

Course Description: This workshop will explore the neural underpinnings of stress, trauma, and emotional dysfunction in children and its impact upon learning. Environmental deprivation, poverty, childhood abuse, witnessing violence, and pandemics can impact both cognitive and social-emotional development in children. There will be a discussion on five steps that schools can take to become more trauma-informed. In addition, specific strategies to assist students in their return to

school from the recent pandemic will be shared. Schools can enhance emotional wellness through early prevention efforts, appropriate assessment and screening techniques, and an improved school climate to foster emotional growth for all children. Targeted assessment strategies, specific classroom accommodations, and detailed school-based interventions will be presented for at-risk students.

Learning Objectives

- Describe the prevalence of trauma and stress for school-aged children, as well as the various sources from which trauma can occur
- Describe key brain regions that are impacted when students experience trauma, and the subsequent effect on academic and social skills development
- Describe the five essential steps toward the development of a trauma-informed school
- Describe how to craft an appropriate assessment battery for children in order to conduct a more trauma-informed evaluation
- Describe how to apply classroom accommodations along with school-wide interventions, and key coping strategies to induce a more positive school climate for all students
- Describe how to distinguish learning weaknesses due to the pandemic and school interruptions from actual learning disabilities when conducting a psychoeducational assessment on children

Course #1 Schedule Wednesday, May 12, 2021

8:00-9:30	Defining Trauma and introducing "Polyvagal Theory"	12:30-2:00	Five Pillars of a Trauma-Informed School
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Trauma and the Brain	2:30-4:00	Trauma-Informed Assessments & Classroom Interventions
11:30-12:30	Lunch	4:00	Course evaluation



COURSE #2 WEDNESDAY, MAY 12, 2021

Transforming the Learning Experience with Intrinsic Motivators

Mike Anderson, MS

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

Target Age Range: Kindergarten - 21 years

Course Description: “Do we have to do this?” “Is this going to be graded?” “When am I ever going to use this in real life?”

Questions like these are infuriating. They seem to indicate a lack of motivation in students, and it’s so disheartening to feel like we’re having to threaten or bribe students to get them to do schoolwork. After all, didn’t we get into teaching because we’re passionate about learning—and don’t we want our students to share that passion?

In this active and interactive workshop, we’ll explore the question of motivation in great depth. We’ll look at common school practices (such as traditional grading, incentives,

and praise) that are meant to motivate but which actually demotivate. We’ll also explore lots of practical strategies for tapping into students’ intrinsic motivations so that they’ll more energized and engaged with daily learning. You’ll walk away from this workshop with a more complete understanding of how motivation actually works as well as many strategies for making learning more motivational for your students.

Participants will gain access to a robust set of online resources to aid in further learning and implementation after the workshop is finished.

Learning Objectives

- Explain why systems of extrinsic motivation seem to work in the short term but fall apart and do damage in the long term
- Define six key intrinsic motivators, and how to embed them into daily teaching and learning
- Demonstrate language habits and patterns that support intrinsic motivation
- Describe how to teach students the skills and strategies of self-management to follow through on their self-motivation

Course #2 Schedule Wednesday, May 12, 2021

8:00-9:30	A crisis of motivation: how did we get here? The (many) downsides of incentives and extrinsic motivators	12:30-2:00	Why are systems of extrinsic motivation so hard to stop? Learning the language of intrinsic motivation
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	What do we do instead? Six key intrinsic motivators	2:30-4:00	Teaching skills of self-motivation and self-management: planning for implementation
11:30-12:30	Lunch	4:00	Course evaluation



COURSE #3 WEDNESDAY, MAY 12, 2021 | PART ONE
Utilizing Neuroeducation Principles in the Classroom for Better-Behaved Students and Higher Rates of Student Success
 Angela Beyer, MSEd



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

Target Age Range: PreK - 12th grade

Course Description: Students are coming to school with environmentally-induced academic delays, high levels of toxic stress and/or trauma, and low levels of emotional understanding and control... yet educators keep approaching them the SAME! Time to look at where students are coming from, and why they are the way that they are. Neuroeducation is the study of how people learn best, acquire new information, and use knowledge to advance their own thinking.

Drawing from the fields of neuroscience, cognitive psychology, and language, this newer academic discipline uses brain-based scientific findings to develop a novel approach to working with students of all ages. This course is

designed to help educators first make a paradigm shift in their practice by utilizing knowledge about how our brain works and then learn how that information can be used in the classroom to change teaching practices as it relates to both class management and curriculum instruction.

Understanding the science behind the behavior and academic outcomes of students will allow educators to begin to make effective research-based changes to yield better results. Participants should bring something they wish to teach: a unit of study, a particular lesson, a set of lessons across multiple subjects or within one, or a particular concept, behavior, or skill.

Learning Objectives

- Identify critical environmental influences on brain development and their influence on behavior and academic success
- Identify critical neurological processes and their use within the educational setting
- Identify key elements/factors that can set the brain up for higher levels of success
- Describe how to create a brain-learning supportive environment

Course #3 Schedule Wednesday, May 12, 2021 (Day 1 of 3)

8:00-9:30	Environmental influences on the brain	12:30-2:00	Emotional wiring and responses
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Combating negative outcomes	2:30-4:00	Create a brain (learning) supportive environment
11:30-12:30	Lunch	4:00	Course evaluation



COURSE #4 WEDNESDAY, MAY 12, 2021

Distance Learning with Disabilities: Using the Principles of UDL to Support Inclusive Classrooms

Deborah Taub, PhD and Allison Posey

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, Reading Specialists, Private Tutors

Target Age Range: PreK - 12th grade

Course Description: Distance learning has been a challenge for most of us, but for students with disabilities, those who do not have access to technology and technical infrastructures, and students who support families with childcare and other responsibilities, it has been especially so. This training sets the stage for why and how to build equitable classrooms and schools that take into account issues such as ableism, racism, classism, and gender roles. Participants will learn practical strategies based on Universal Design for Learning (UDL) and other inclusive practices with a specific focus on students who have been labeled with a disability. Participants will explore how inclusive education provides a robust structure for student

success, and is a social justice issue that examines the equity of opportunities to learn for all students, including those who are considered to have “the most significant cognitive disabilities”. UDL and inclusive practices change the way you think about your students, your classrooms, and your instruction. Educators conceptualize barriers as inherent in curriculum, instruction, and materials, rather than considering the student as the barrier. In this course, you will explore and deepen your understanding of equity, UDL, and inclusive practices and learn and practice how to implement these strategies in the classroom, whether your instruction is in-person, online, or a combination of both.

Learning Objectives

- Contextualize special and inclusive education within the intersection of social justice, equity, and opportunity to learn for all students
- Identify barriers within curriculum, instruction and materials and remove or reduce those barriers whether online, in-person or a hybrid of both
- Articulate the research base for inclusive education for all students, including students who typically receive special education services in separate schools and classes
- Describe how to use an evidence-based process for collaborative planning and teaming

Course #4 Schedule Wednesday, May 12, 2021

8:00-9:30	What do we mean by equitable? The history and research base of special education, social justice, and inclusive practices	12:30-2:00	How do I prevent or reduce barriers with a UDL framework? Case studies will include a range of students, including those who are already adept at using communication systems and those who are just beginning to build a formal communication system
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	How do you build equitable classrooms? The principles of Universal Design for Learning (UDL); UDL strategies and considerations specific to distance and hybrid instruction	2:30-4:00	What will I do Monday? Extending the implementation of UDL practices within instructional contexts of online, in-person, or hybrid
11:30-12:30	Lunch	4:00	Course evaluation



COURSE #5 WEDNESDAY, MAY 12, 2021

The Role of Energy and Emotional Regulation in Engaging Learners and Reducing Problem Behavior

Amy Laurent, PhD 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, Physical Therapists, Marriage and Family Therapists, Assistive Technology Specialists, Behavior Specialists, Autism Specialists, Case Managers, ELL Teachers, Instructional Assistants and Paraprofessionals

Target Age Range: All ages

Course Description: Neurodivergent learners and individuals with social emotional learning differences often exhibit behaviors deemed to be problematic and challenging. This presentation will reframe our understanding of challenging behaviors by examining how energy and emotional regulation abilities influence an individual's capacity to navigate their day, particularly when difficulties are encountered. Factors influencing and means of supporting energy and emotional regulation will be explored from both a first-person autistic perspective,

as well as developmental perspective. Practical tools for supporting energy and emotional regulation will be presented and demonstrated via video. Participants will have hands-on opportunities to use the tools and strategies presented while considering the individuals that they support in their lives. Modifications for the supports will be discussed for individuals at a variety of developmental levels including students who are not yet communicating using words, those who are emerging language learners, and those who are conversational.

Learning Objectives

- Describe a person's energy levels and the impact of these levels on active engagement given environmental context
- Identify factors impacting a person's energy level and how these factors may pose challenges or provide support depending on context
- Describe an information-gathering method to discover and document risk and protective factors for autistic individuals
- Discuss available tools to collect and record individualized arousal state information
- Describe emotional regulation strategies appropriate for differing developmental stages, including presymbolic, emerging language, conversational
- Discuss the creation of energy and emotional regulation support plans

Course #5 Schedule Wednesday, May 12, 2021

8:00-9:30	Overview of emotional regulation as a developmental construct and introduction to individual characteristics and environmental factors influencing regulatory abilities	12:30-2:00	Identifying and documenting arousal/energy states for individuals with respect to supporting emotional regulation, first person account, and introduction of tools to collect and record individualized arousal state description
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Factors influencing regulation, first person account of factors, and introduction of information gathering method to discover and document risk and protective factors for autistic individuals	2:30-4:00	Emotional regulation strategies appropriate for differing developmental levels (e.g., presymbolic, emerging language, conversational) and tools to help discern developmentally appropriate and effective strategies for individuals
11:30-12:30	Lunch	4:00	Course evaluation



COURSE #6 WEDNESDAY, MAY 12, 2021

All Learning is Social and Emotional

Dominique Smith, EdD

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

Target Age Range: Kindergarten - 12th grade

Course Description: Academic learning may be the explicit focus of school, but what teachers say, the values we express, the materials and activities we choose, and the skills we prioritize all influence how our students think, see themselves, interact with content and with others, and assert themselves in the world. While social and emotional learning (SEL) is most familiar as compartmentalized programs or specific interventions, the truth is that all learning is social and emotional. This session makes the case for taking a deliberate approach to the “hidden curriculum” already being taught, presenting a five-part model of SEL that is easy to integrate into everyday content instruction.

This course includes the hows and whys of:

- Building students’ sense of identity and confidence in their ability to learn, overcome challenge, and influence the world around them
- Helping students identify, describe, and regulate their emotional responses
- Promoting the cognitive regulation skills critical to decision making and problem solving
- Fostering students’ social skills, including teamwork and sharing, and their ability to establish and repair relationships
- Equipping students to become informed and involved citizens

Learning Objectives

- Describe how teacher’s words, values, and actions influence students’ interactions and perceptions
- Explain the five key dimensions of bringing social-emotional learning into everyday instruction
- Explain the importance of students’ identity and agency in developing positive social interactions inside and outside the classroom
- Describe the importance of emotional and cognitive regulation to the learning process
- Describe three strategies to help students develop social skills and positive public spirit
- Describe three strategies for implementing social-emotional awareness school-wide

Course #6 Schedule Wednesday, May 12, 2021

8:00-9:30	Why all learning is social and emotional; Students’ identity and agency	12:30-2:00	Building social skills
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Emotional regulation in the classroom; Cognitive regulation in the classroom	2:30-4:00	Creating an SEL school
11:30-12:30	Lunch	4:00	Course evaluation



COURSE #7 THURSDAY, MAY 13, 2021

What Is It About Me You Don't Like? Practical Strategies that Help Minimize Challenging Behaviors

Kathy Morris, MEd

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

Target Age Range: Kindergarten - 21 years

Course Description: When we are confronted with challenging behavior in the classroom, it can be a struggle to stay objective and to avoid personalizing conflicts that feel personal. In this course, we will regain control with a deep dive into the instructional quality indicators that influence classroom effectiveness by promoting learning readiness while minimizing challenging and difficult behavior.

Indicators to be examined include the effects of our communication decisions, including our tone, volume, cadence, body language, and paraverbals; optimizing elements of the learning environment, such as structure, schedules, routines, and expectations; planning instruction

that is stimulating, age appropriate, and interactive; and applying specific strategies to address the “why” behind specific student behaviors, such as attention, power, revenge, and avoidance.

This course will share current research findings in neurology and mental health that explain how our brains respond to these indicators, and why the brain of a student in crisis might respond differently. This is an interactive seminar; expect demonstrations, real-life videos, practice, sharing, movement, and time for reflection.

Learning Objectives

- Identify target behaviors that are developmental and will most likely resolve vs. behaviors that are likely to worsen over time
- Demonstrate power struggle avoidance techniques
- Identify the function of a student’s behavior by focusing on one’s own reaction to the behavior
- Identify effective communication strategies to minimize undesirable behaviors
- Identify 3 visual tools you can use to help minimize disruptive behaviors
- Demonstrate how to design stimulating lessons that engage diverse learners
- Demonstrate design of a learning environment to promote goals of intended instruction

Course #7 Schedule Thursday, May 13, 2021

8:00-9:30	Targeting diverse learners in the classroom- who are they? Why these strategies are for ALL students; critical components, teacher behavior, teaching the way they learn	12:30-2:00	Meaningful instruction and learning strategies; student behavior
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Classroom environment; positive behavior supports	2:30-4:00	Functions of behavior
11:30-12:30	Lunch	4:00	Course evaluation



COURSE #8 THURSDAY, MAY 13, 2021

AT for All: Essential Tools to Support All Learners in Remote, Live Classroom, and Hybrid Settings

Diana Petschauer, MEd, ATP and Laurie McIntosh, MS, OTR/L, ATP

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, Title 1 Teachers, Assistive Technology Specialists, Reading Specialists, Behavior Specialists, Principals/Administrators, Autism Specialists, Transition Specialists, Case Managers, Speech-Language Pathologists, Occupational Therapists, ELL Teachers, Math Teachers, Instructional Assistants, Media Specialists, IT integrators, and Paraprofessionals

Target Age Range: 3rd Grade - Young Adult

Course Description: Gain knowledge and access to an incredible number of resources and tools for the ultimate and essential AT Toolkit! Support ALL learners, with and without disabilities, using free and low-cost assistive technologies and Ed Tech tools. Empower your learners to gain confidence, independence, and motivation in remote and hybrid learning for greater attendance and success. Join us for this engaging, hands-on workshop focused on ensuring access, inclusion, and success for all learners on any device. We will apply specific focus to Google, Apple, and Microsoft assistive technologies, Ed Tech tools, and accessibility. These tools can support students in accessing the curriculum, participating in assignments and activities, research and study skills, note-taking, literacy and math support,

executive function (organization, time management, focus and attention, motivation, planning and prioritizing), transition to college or work, working with Accessible Educational Materials, and more. While this workshop will focus on the significant support available for learners who have Dyslexia or other LD, are blind or low vision, or have a physical, cognitive, or sensory disability, these tools can support ALL learners both in strength and skill-building and in addressing support challenges, especially during remote and hybrid learning. Expect interactive demonstrations, fun group activities, and engaging presentations. Whether you are remote, in the classroom, or a combination of both, these are the BEST tools and resources to support learners and educators for ALL Learning environments.

Learning Objectives

- Identify a minimum of 15 technology tools to support reading and writing during hybrid or remote learning, and discuss realistic implementation strategies
- Identify a minimum of 10 tools, high and low text, to support Executive Function skills
- Identify a minimum of 10 technology tools to support learning math skills and completing math assignments
- Identify a minimum of 10 technology tools to support research and study skills across all subjects
- Identify a minimum of 10 free, built-in accessibility features across all devices to support diverse learners

Course #8 Schedule Thursday, May 13, 2021

8:00-9:30	Exploring technology and tools to support reading and writing during hybrid or remote learning, including built-in accessibility features	12:30-2:00	Exploring technology tools to support math skills and assignments, including built-in accessibility features
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Exploring technology and tools to support Executive Function Skills, including built-in accessibility features	2:30-4:00	Exploring technology tools to support research and study skills, including built-in accessibility features
11:30-12:30	Lunch	4:00	Course evaluation



COURSE #9 THURSDAY, MAY 13, 2021

Coping Skills for Big Feelings: Working with Students with Anxiety, Anger, ADHD, and Powerful Emotions

Janine Halloran, MA, LMHC

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

Target Age Range: Kindergarten - 21 years

Course Description: In classrooms across the country, educators are seeing kids who are experiencing big emotions. Our students may be struggling to deal with their anxiety, have a hard time managing their anger, or need more strategies to regulate themselves. Kids aren't always taught healthy ways to cope with anxiety, stress, and anger. Join Janine Halloran, author of the best-selling *Coping Skills for Kids Workbook*, as she shares her tips and strategies for teaching healthy and safe coping skills to kids.

In this course, you'll also learn various coping skills you can teach to children, going beyond "take a deep breath" and using shapes, body movement, words, and items to teach deep breathing. You'll learn the positive impact that healthy coping skills can have on a child's academic performance, ability to connect with others, and maintain friendships. Be prepared for some experiential learning and movement as we try different coping skills like grounding techniques, breathing exercises, and body movements throughout the day.

Learning Objectives

- Describe the positive impact coping skills can have for a student, and a simple and organized way to introduce coping skills to kids
- Describe a variety of strategies to encourage kids to take a deep breath, helping them get out of "Fight, flight, or freeze" mode and back down to "rest and digest"
- Discuss techniques to help students experiencing anxiety, like mindfulness and grounding techniques
- Describe techniques to help students with ADHD, including small and big body movements, and sensory interventions
- Describe techniques to help students manage anger in safe ways
- Discuss ways to incorporate using coping skills into everyday life at school via a peace corner and coping skills toolkits for students

Course #9 Schedule Thursday, May 13, 2021

8:00-9:30	Introduction to coping skills and deep breathing techniques	12:30-2:00	Coping skills to manage ADHD
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Coping skills to manage anxiety	2:30-4:00	Coping skills to manage anger and ways to implement coping skills in school
11:30-12:30	Lunch	4:00	Course evaluation



COURSE #10 THURSDAY, MAY 13, 2021

The Role of Executive Functions in Reading, Writing and Math: Assessment and Intervention Strategies

George McCloskey, PhD

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

Target Age Range: PreK - 12th grade

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

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

Learning Objectives

- Define executive functions and describe how executive functions are involved in classroom production
- Explain the role of executive functions in the act of reading and the impact of executive function difficulties on the act of reading
- Explain the role of executive functions in the act of writing and the impact of executive function difficulties on the act of writing
- Explain the role of executive functions in the acts of calculating and mathematical problem-solving and the impact of executive function difficulties on calculating and problem-solving
- Describe how motivation impacts intervention efforts and how to motivate students to engage in intervention efforts
- Demonstrate how to apply assessment techniques to determine the extent to which executive function difficulties are impacting reading, writing, and/or math proficiency
- Demonstrate how to apply instructional techniques that address reading, writing, and/or quantifying problems related to executive function difficulties

Course #10 Schedule Thursday, May 13, 2021

8:00-9:30	Executive functions: what they are and what they are not; a comprehensive model of executive functions; executive functions and motivation; The role of executive functions in reading and how to assess the impact of executive function difficulties on reading	11:30-12:30	Lunch
9:30-10:00	Break	12:30-2:00	Interventions that address executive function difficulties that impact writing proficiency
10:00-11:30	Interventions that address executive function difficulties that impact reading proficiency; The role of executive functions in writing and how to assess the impact of executive function difficulties on writing proficiency	2:00-2:30	Break
		2:30-4:00	The role of executive functions in the use of mathematics and how to assess the impact of executive function difficulties on math proficiency; Interventions that address executive function difficulties that impact math proficiency
		4:00	Course evaluation



COURSE #11 THURSDAY, MAY 13, 2021 | PART ONE

The Adversity Spectrum: Trauma-Informed SEL Strategies to Increase Resiliency in Students and Ourselves

Lynne DeSousa, MS, School Psychologist



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

Target Age Range: Kindergarten - 21 years

Course Description: Schools across the country have been in a prolonged state of flux, shifting and pivoting to meet the changing demands of the pandemic. These efforts are not without cost to educators and can have dramatic and lasting emotional, psychological, and physiological impact. If left unchecked, stress responses can start to erode personal wellbeing, influencing the ability to meet the needs of students. The purpose of this training is to illuminate the factors that determine how adverse situations can lead to trauma responses and toxic stress, how to build resilience in the midst of such stressors using a trauma-responsive lens, and how to apply Social-Emotional Learning strategies, first to ourselves and then to our students, by creating safe

spaces, predictable and positive learning environments, and building a sense of belonging, connection, and community. During Day 1, educators will explore their own stress reactions and reducers by normalizing shared experiences, investigating why people respond differently, exploring how adverse experiences impacts our mind, body, and spirit, and developing a personalized menu of self-care and coping strategies. During Day 2, we will build on this knowledge by applying it in the classroom using trauma-informed Social-Emotional Learning strategies and practices to build resiliency in students and create environments where everyone feels a sense of safety, belonging, and purpose.

Learning Objectives

- Explain adversity and the variables that influence our stress response
- Define trauma, toxic stress, secondary trauma, and compassion fatigue
- Describe the emotional, psychological, and physiological impact of trauma responses
- Identify hyper-arousal, hypo-arousal, and how to increase the window of tolerance
- Describe the intersection between anxiety and grief using our shared experiences during the pandemic
- Describe why self-awareness is the first step to mental toughness
- Describe why self-care contributes to stress reduction
- Create a personalized menu of self-care strategies and stress reducers

Course #11 Schedule Thursday, May 13, 2021 (Day 1 of 2)

8:00-9:30	Welcome, course overview, and warm-up activity; Understanding adversity and variables that influence our stress response	12:30-2:00	Grief, anxiety, and the pandemic; Mental toughness and self-care
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Emotional, psychological, and physiological impacts of a trauma response; Hyper-arousal, hypo-arousal, and the tolerance window	2:30-4:00	Replacing coping mechanisms with coping strategies; Self-care menu/stress management worksheet; Connection and goal setting
11:30-12:30	Lunch	4:00	Course evaluation



COURSE #12 THURSDAY, MAY 13, 2021 | PART TWO

Utilizing Neuroeducation Principles in the Classroom for Better-Behaved Students and Higher Rates of Student Success

Angela Beyer, MSEd



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

Target Age Range: PreK - 12th grade

Course Description: Students are coming to school with environmentally-induced academic delays, high levels of toxic stress and/or trauma, and low levels of emotional understanding and control... yet educators keep approaching them the SAME! Time to look at where students are coming from, and why they are the way that they are. Neuroeducation is the study of how people learn best, acquire new information, and use knowledge to advance their own thinking.

Drawing from the fields of neuroscience, cognitive psychology, and language, this newer academic discipline uses brain-based scientific findings to develop a novel approach to working with students of all ages. This course is

designed to help educators first make a paradigm shift in their practice by utilizing knowledge about how our brain works and then learn how that information can be used in the classroom to change teaching practices as it relates to both class management and curriculum instruction.

Understanding the science behind the behavior and academic outcomes of students will allow educators to begin to make effective research-based changes to yield better results. Participants should bring something they wish to teach: a unit of study, a particular lesson, a set of lessons across multiple subjects or within one, or a particular concept, behavior, or skill.

Learning Objectives

- Create a specific plan for creating a more brain-supportive learning environment
- Identify the three levels of learning and the number of exposures needed to progress towards skill/knowledge master
- Describe the four factors of imprinting
- Create the breakdown of a skill of participant's choosing, utilizing the levels of learning

Course #12 Schedule Thursday, May 13, 2021 (Day 2 of 3)

8:00-9:30	Brain-guided levels of learning	12:30-2:00	Four factors of imprinting
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Skill breakdown and fitting in the needed exposure practice	2:30-4:00	Skill imprinting practice
11:30-12:30	Lunch	4:00	Course evaluation



COURSE #13 FRIDAY, MAY 14, 2021

Building Expert Learners with Universal Design for Learning

Katie Novak, EdD

Target Audience: General Education Teachers, Special Education Teachers, Principals and Administrators, Math Specialists, Title 1 Teachers, Resource Room Teachers, Instructional Coaches, Reading Specialists, ELL Teachers, Autism Specialists, Speech-Language Pathologists, Occupational Therapists, Transition Specialists, Case Managers, Instructional Assistants, Paraprofessionals

Target Age Range: PreK - 12th Grade

Course Description: Optimizing Access and Engagement Through Universal Design for Learning (UDL) will provide opportunities for PK-12 practitioners to personalize their UDL implementation experience. Whether you're a UDL beginner or a seasoned veteran, there will be new resources and learning experiences that will stretch your thinking about what you and your students are capable of as expert learners. The goal of this course is to give all educators the foundation to be able to proactively design lessons and assessments that support and challenge all students in inclusive classrooms. Each course block will include a diagnostic assessment, explicit instruction with opportunities for active engagement, time for self-differentiated learning, and

a breakout room to share takeaways, questions, and best practices to increase engagement throughout the course.

The course will begin by examining the core components of the UDL framework and then explore how UDL provides a critical foundation for equitable and inclusive outcomes for all learners in multi-tiered systems of support (MTSS). The course will then look at explicit elements of UDL lesson design and how student voice is woven within the fabric of this iterative design to ensure that all students have equal opportunities to become expert learners and access the support and level of challenge they need to be successful in our schools and beyond.

Learning Objectives

- Describe the core philosophies, principles, and guidelines of UDL
- Describe the core philosophies, principles, and implementation drivers for multi-tiered systems of support built on a foundation of UDL
- Describe how to incorporate the fundamental components of UDL in the design of standards-based lessons, units, and assessments that consistently engage students in inclusive classrooms
- Design lessons that incorporate student feedback mechanisms to ensure that learning experiences are authentic, relevant, meaningful, and co-created with student voice as a driver

Course #13 Schedule Friday, May 14, 2021

8:00-9:30	The Core Components of Universal Design for Learning (UDL)	12:30-2:00	The Four Components of UDL Lesson Design
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	UDL as a Foundation of Multi-Tiered Systems of Support (MTSS)	2:30-4:00	Student Voice as a Driver of School Improvement
11:30-12:30	Lunch	4:00	Course evaluation


COURSE #14 FRIDAY, MAY 14, 2021 | PART THREE
Utilizing Neuroeducation Principles in the Classroom for Better-Behaved Students and Higher Rates of Student Success

Angela Beyer, MEd



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

Target Age Range: PreK - 12th grade

Course Description: Students are coming to school with environmentally-induced academic delays, high levels of toxic stress and/or trauma, and low levels of emotional understanding and control... yet educators keep approaching them the SAME! Time to look at where students are coming from, and why they are the way that they are. Neuroeducation is the study of how people learn best, acquire new information, and use knowledge to advance their own thinking.

Drawing from the fields of neuroscience, cognitive psychology, and language, this newer academic discipline uses brain-based scientific findings to develop a novel approach to working with students of all ages. This course is

designed to help educators first make a paradigm shift in their practice by utilizing knowledge about how our brain works and then learn how that information can be used in the classroom to change teaching practices as it relates to both class management and curriculum instruction.

Understanding the science behind the behavior and academic outcomes of students will allow educators to begin to make effective research-based changes to yield better results. Participants should bring something they wish to teach: a unit of study, a particular lesson, a set of lessons across multiple subjects or within one, or a particular concept, behavior, or skill.

Learning Objectives

- Articulate a comprehensive summary of the factors contributing to brain-supportive learning
- Create a specific plan for creating a more brain-supportive learning environment
- Develop a plan to reach the needed exposure number in the introductory learning level for a skill/lesson/ concept of participant's choosing
- Develop a plan to teach a skill/lesson/concept of participant's choosing utilizing neuroeducational knowledge about imprinting

Course #14 Schedule Friday, May 14, 2021 (Day 3 of 3)

8:00-9:30	Putting it all together	12:30-2:00	Creating your skill exposure plan
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Creating your skill breakdown plan	2:30-4:00	Creating your teaching plan
11:30-12:30	Lunch	4:00	Course evaluation


COURSE #15 FRIDAY, MAY 14, 2021 | PART TWO
The Adversity Spectrum: Trauma-Informed SEL Strategies to Increase Resiliency in Students and Ourselves

Lynne DeSousa, MS, School Psychologist



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

Target Age Range: Kindergarten - 21 years

Course Description: Schools across the country have been in a prolonged state of flux, shifting and pivoting to meet the changing demands of the pandemic. These efforts are not without cost to educators and can have dramatic and lasting emotional, psychological, and physiological impact. If left unchecked, stress responses can start to erode personal wellbeing, influencing the ability to meet the needs of students. The purpose of this training is to illuminate the factors that determine how adverse situations can lead to trauma responses and toxic stress, how to build resilience in the midst of such stressors using a trauma-responsive lens, and how to apply Social-Emotional Learning strategies, first to ourselves and then to our students, by creating safe spaces, predictable and positive learning

environments, and building a sense of belonging, connection, and community. During Day 1, educators will explore their own stress reactions and reducers by normalizing shared experiences, investigating why people respond differently, exploring how adverse experiences impacts our mind, body, and spirit, and developing a personalized menu of self-care and coping strategies. During Day 2, we will build on this knowledge by applying it in the classroom using trauma-informed Social-Emotional Learning strategies and practices to build resiliency in students and create environments where everyone feels a sense of safety, belonging, and purpose.

Learning Objectives

- Define Social-Emotional Learning and resiliency
- Describe how Social-Emotional Learning contributes to resiliency
- Describe how to build community and connectedness in the classroom
- Describe how to increase student's sense of self, belonging, and contribution to the learning community
- Describe how to increase emotional intelligence and intrapersonal skills
- Describe how to create predictable, safe, and positive learning environments
- Describe how to teach social and behavioral competencies
- Describe how to engage positively with families

Course #15 Schedule Friday, May 14, 2021 (Day 2 of 2)

8:00-9:30	Welcome, review, warm-up activity; Understanding the interconnectedness of social emotional learning and resiliency	12:30-2:00	Emotional intelligence and intrapersonal skills; Creating a predictable and positive learning environment
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Building connectedness and community in the classroom; Increasing a sense of self, belonging, and contribution	2:30-4:00	Social and behavioral competencies and interpersonal skills; Action planning, next steps
11:30-12:30	Lunch	4:00	Course evaluation



COURSE #16 FRIDAY, MAY 14, 2021

Achieve Success with “I Don’t Care” Students: Inspiring the Unmotivated

MaryAnn Brittingham, MS, Family and Child Counseling

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

Target Age Range: K-21 years

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

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

Learning Objectives

- Explain what is really behind the words of “I don’t care”
- Explain why contracts and rewards don’t work with “I don’t care” students
- Identify pitfalls of behavior plans and how to revise them to work
- List four strategies for positive relationships with underperforming students
- Adequately describe how to replace judgment with compassion
- List four specific strategies to adjust your responses to help guide students toward their own behavior change
- Demonstrate relationship building strategies you can easily incorporate into your classroom

Course #16 Schedule Friday, May 14, 2021

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


COURSE #17 FRIDAY, MAY 14, 2021
Addressing the Invisible Deficits of Autism Spectrum Disorder

Chris Abildgaard, LPC, NCC, NCSP

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, Autism Specialists, Transition Specialists, Instructional Assistants and Paraprofessionals

Target Age Range: PreK - Young Adult

Course Description: Autism Spectrum Disorder (ASD) is a neurodevelopmental social communication disorder estimated to affect one in fifty-four children. This complex disorder can substantially impact quality of life for individuals with ASD and their families; as a result, more and more families and individuals on the Autism Spectrum are seeking educational and community-based interventions to improve core deficit areas. Although over the past 5 years there has been an increase in certificate programs in ASD, there is no specific training for improving certain core deficits across various contexts. This course is intended to expand the competencies of teachers and mental health providers working with individuals and families impacted by Autism Spectrum Disorder. This course will outline effective mental health and educational practices, and provide a framework for outcome measures

across multiple contexts. An emphasis will be placed on better understanding, recognizing, and intervening on those invisible deficits individuals impacted by ASD will encounter. Teachers and mental health professionals need to be aware of various neurocognitive hurdles a client may experience before creating intervention programs. Real-life examples will be examined, with a strong emphasis on how nurturing individual strengths can help in areas of deficit. A national speaker on the topics of ASD and social development who takes a hands-on approach to education, Chris Abildgaard will lead you to quickly master the skills needed to work more effectively with individuals who struggle with these invisible challenges. Your tool bag will be filled with relevant methods of counseling and interventions you will be able to apply to your classroom or in your practice the next day.

Learning Objectives

- Describe the 4 key origins of cognitive deficit found within Autism Spectrum Disorder, and how they impact learning and personal growth
- Identify how these invisible deficits impact clinical treatment and academic success
- Describe modified techniques to help individuals who are "stuck" in a thought become more cognitively flexible
- Describe 3 new ways to improve academic or clinical practice to help a student or client see the "big picture"
- Evaluate the efficacy of more traditional behavioral supports for students with social learning challenges
- Describe ways to modify traditional supports to better enhance social/emotional competencies
- Describe ways to measure and monitor growth of identified deficits within the educational or counseling setting

Course #17 Schedule Friday, May 14, 2021

8:00-9:30	Identifying and defining 4 key invisible deficit areas impacting individuals with ASD	12:30-2:00	Analyzing gestalt processing and emotional recognition deficits and their impact across the lifespan
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	A closer look at executive functioning and Theory of Mind across academics and social development	2:30-4:00	Addressing one's strength to help create functional change
11:30-12:30	Lunch	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 smartphones. 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 visit rehabseminars.org to register.

Your purchase order does not need to be complete for you to register. Once your purchase order is complete please email to info@rehabseminars.org 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 19.5 contact hours for the conference). Boards and associations do not allow credit for breaks or lunch. Save the conference program and certificate of course completion and contact your own board or organization for specific requirements. If your licensing board requires additional documentation from Rehab Seminars (provider), contact the CE Administrator at ceadmin@rehabseminars.org.



**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

SPEECH-LANGUAGE PATHOLOGISTS:

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

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

Rehab Seminars is approved to provide continuing professional development (provider #308).

WASHINGTON STATE OSPI CLOCK HOURS (CECHs):

Educators and professionals working in Washington State School Districts: Washington State Clock Hours have been approved through the Washington Speech-Language-Hearing Association for sponsorship. There is a \$20.00 fee for OSPI Clock Hours. Attending the entire conference is 19.5 contact hours (6.5 hours per day).

OCCUPATIONAL THERAPISTS & OCCUPATIONAL THERAPY ASSISTANTS:

Rehab Seminars is an American Occupational Therapy Association Approved Provider (#6274). Full-day course attendance qualifies for 6.5 contact hours per day or .65 CEUs (attending all 3 days is offered for up to 1.95 AOTA CEUs) in the category of Domain of OT and Occupational Therapy Process (Level: Intermediate). Partial credit will be issued for partial attendance. The assignment of AOTA CEUs does not imply endorsement of specific course content, products, or clinical procedures by AOTA.

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS:

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

AMERICAN PSYCHOLOGICAL ASSOCIATION:

Rehab Seminars is approved by the American Psychological Association to sponsor continuing education for psychologists. Rehab Seminars maintains responsibility for this program and its content. **Courses offered for APA credit : 1, 2, 5, 9, 10, 11, 15, 16, and 17.**

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

This program has been approved for 19.5 CEUs by the NASW Washington State Chapter. Licensed Social Workers, Marriage and Family Therapists, and Mental Health Counselors are eligible. Provider number is #1975-286.

COUNSELORS:

Rehab Seminars has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 7104. Programs that do not qualify for NBCC credit are clearly identified. Rehab Seminars is solely responsible for all aspects of the programs. **Courses offered for NBCC credit: 1, 2, 3, 5, 6, 9, 10, 11, 12, 14, 15, 16, 17; Courses NOT offered for NBCC credit: 4, 7, 8, 13**

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 19.5 hours for this event). Keep your course outline and certificate of course completion and contact your board or organization for specific requirements.

REGISTRATION FORM General & Special Education Conference – Virtual Live Event May 12, 13, and 14, 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 98070. phone (206) 749-9995, fax: (206) 749-9995. PURCHASE ORDERS are accepted. Please print legibly.

Name: _____
First Middle Last

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

Day Phone: _____ Evening Phone: _____ Fax: _____

Position: _____ Employer/District: _____

Email: _____ 2nd Email: _____

(Email of Record: Required for confirmation)

Payment Type: Check Visa MasterCard Purchase Order #: _____

Credit Card Number: _____

Signature: _____ Expiration Date: _____ CVC Code: _____

(3-digit number on back of card)

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

(Where credit card statement is mailed)

CHOOSE YOUR COURSES. Please choose **ONE** course for **each day** you attend.

You may switch courses or attend multiple sessions if seats are available. ALL courses are held from 8:00 AM to 4:00 PM.

DAY 1: WEDNESDAY, MAY 12, 2021

- Course #1** - The Neuropsychology of Stress and Trauma: How to Develop a "Trauma-Informed" School
- Course #2** - Transforming the Learning Experience with Intrinsic Motivators
- Course #3** - Utilizing Neuroeducation Principles in the Classroom for Better-Behaved Students and Higher Rates of Student Success - Part 1
- Course #4** - Distance Learning with Disabilities: Using the Principles of UDL to Support Inclusive Classrooms
- Course #5** - The Role of Energy and Emotional Regulation in Engaging Learners and Reducing Problem Behavior
- Course #6** - All Learning is Social and Emotional

DAY 2: THURSDAY, MAY 13, 2021

- Course #7** - What Is It About Me You Don't Like? Practical Strategies that Help Minimize Challenging Behaviors
- Course #8** - AT for All: Essential Tools to Support All Learners in Remote, Live Classroom, and Hybrid Settings
- Course #9** - Coping Skills for Big Feelings: Working with Students with Anxiety, Anger, ADHD, and Powerful Emotions
- Course #10** - The Role of Executive Functions in Reading, Writing and Math: Assessment and Intervention Strategies
- Course #11** - The Adversity Spectrum: Trauma-Informed SEL Strategies to Increase Resiliency in Students and Ourselves - Part 1
- Course #12** - Utilizing Neuroeducation Principles in the Classroom for Better-Behaved Students and Higher Rates of Student Success - Part 2

DAY 3: FRIDAY, MAY 14, 2021

- Course #13** - Building Expert Learners with Universal Design for Learning
- Course #14** - Utilizing Neuroeducation Principles in the Classroom for Better-Behaved Students and Higher Rates of Student Success - Part 3
- Course #15** - The Adversity Spectrum: Trauma-Informed SEL Strategies to Increase Resiliency in Students and Ourselves - Part 2
- Course #16** - Achieve Success with "I Don't Care" Students: Inspiring the Unmotivated
- Course #17** - Addressing the Invisible Deficits of Autism Spectrum Disorder

FEE SUMMARY:

Check One

	Registration Fee Through May 4, 2021	Registration Fee After May 4, 2021
One Day Registration Fee.....	<input type="checkbox"/> \$219.....	<input type="checkbox"/> \$239
Two Day Registration Fee	<input type="checkbox"/> \$369.....	<input type="checkbox"/> \$399
Three Day Registration Fee.....	<input type="checkbox"/> \$489.....	<input type="checkbox"/> \$529

Group Discount- Take \$30.00 off each registration if you have 5 or more in your group.

To receive your group discount, registration forms must be sent in together.

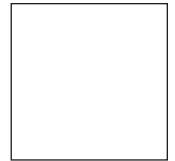
Group discount does not apply to one day registrations.

TOTAL FEE: _____

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

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

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



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

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
May 12, 13 & 14, 2021**

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

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