

A Professional Continuing Education Event

# 2022 General & Special Education Conference

PRE-K THROUGH 21 YEARS

## Live Virtual Event

Friday, Saturday, Sunday | May 13-15, 2022

### CHOOSE FROM 15 INTENSIVE FULL-DAY COURSES

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

- Brain-Based Learning Principles
- Self-Regulation Skills for ASD, ADHD, and Sensory Disorders
- Assistive Technology Solutions
- Intrinsic Motivators for the Classroom
- Effective Social Skills Training for Autism
- Interventions for Executive Function Difficulties
- Creating Effective IEP Meetings
- Universal Design for Learning (UDL)

... And MUCH more



Western Washington  
University Graduate Credits

Professional CE  
Hours:



Sponsored by:



**REHAB SEMINARS**  
GENERAL & SPECIAL EDUCATION CONFERENCES



**DAY ONE: FRIDAY, MAY 13, 2022**

**Rethinking Discipline** All ages

**Course #1 – Connections Over Compliance: Rewiring Our Perceptions of Discipline**

Lori Desautels, PhD (pg 7)

**Brain-Based Learning** K-Grade 12

**Course #2 – Teaching Students Who Struggle: Applying Brain-Based Learning Principles for Improved Efficacy**

Darlyne de Haan, EdD (pg 8)

**Special Education Issues** All ages

**Course #3 – Fostering Equity in Special Education**

William White, PhD (pg 9)

**Assessment** Grades 3-12

**Course #4 – Giving Students a Say - Smarter Assessment Practices to Empower and Engage**

Myron Dueck, MEd (pg 10)

**Assistive Technology** All Ages

**Course #5 – Make Stuff And Love People: Assistive Technology Solutions to Make in Minutes**

Therese Willkomm, PhD (pg 11)

**DAY TWO: SATURDAY, MAY 14, 2022**

**Dyslexia** K-age 21

**Course #6 – Defining Dyslexia and Understanding Appropriate Interventions**

Kelli Sandman-Hurley, EdD and Tracy Block-Zaretsky, Dyslexia Training Institute (pg 12)

**Emotional Regulation** preK-Grade 8

**Course #7 – Self-Regulation in Children: Keeping the Body, Mind, and Emotions on Task in Children with Autism, ADHD or Sensory Disorders**

Varleisha Gibbs, PhD, OTD, OTR/L, ASDCS (pg 13)

**Intrinsic Motivation** preK-21 yrs

**Course #8 – Tackling the Motivation Crisis: Six Intrinsic Motivators to Power Up Your Teaching**

Mike Anderson, MS (pg 14)

**Individualized Education Programs** K-Grade 12

**Course #9 – Creating Effective, Efficient, and Engaging IEP Meetings**

Lynne DeSousa, MS, School Psychologist (pg 15)

**Assistive Technology** K-age 21

**Course #10 – Every Move Counts, Clicks and Chats: A Sensory-Based Approach to Communication and Assistive Technology Part 1**

Jane Korsten, MA (pg 16)

**DAY THREE: SUNDAY, MAY 15, 2022**

**Executive Function** PreK-age 21

**Course #11 – Interventions for Executive Function Difficulties: Changing the Brain to Change Behavior**

George McCloskey, PhD (pg 17)

**Universal Design for Learning** PreK-Grade 12

**Course #12 – Building Expert Learners with UDL**

Deborah Taub, PhD and Allison Posey (pg 18)

**Social Skills Training** preK-young adult

**Course #13 – Effective Social Skills Training for Autism: Improve Social Skills and Minimize Challenging Behavior**

Jed Baker, PhD (pg 19)

**PBIS and SEL** K-Grade 12

**Course #14 – The What, Why, and How of Tier 2 Behavioral Systems: Improving Social, Emotional, and Behavioral Outcomes**

Lynne DeSousa, MS, School Psychologist (pg 20)

**Assistive Technology** K-age 21

**Course #15 – Every Move Counts, Clicks and Chats: A Sensory-Based Approach to Communication and Assistive Technology Part 2**

Jane Korsten, MA (pg 21)

## 2022 Distinguished Faculty

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



**Mike Anderson, MS** has been an educator for more than 25 years. A public-school teacher for 15 years, he has also taught preschool, coached school swim teams, and taught university graduate-level classes. He now works as a consultant providing professional learning for teachers throughout the US and beyond. In 2004, Mike was awarded a national Milken Educator Award, and in 2005 he was a finalist for NH Teacher of the Year. In 2020, he was awarded the Outstanding Educational Leader Award by NHASCD for his work as a consultant. A best-selling author, Mike has written eight books about great teaching and learning. When not working, Mike can be found hanging with his family, tending his perennial gardens, and searching for new running routes around his home in Durham, NH. *Financial disclosure: Mr. Anderson is the owner of Mike Anderson Consulting, LLC. He receives speaking and consulting fees. He receives royalties for his books from ASCD and Center for Responsive Schools, Inc. There are no non-financial relationships to disclose. Full course description is on page 14.*



**Jed Baker, PhD** is the director of the Social Skills Training Project, an organization serving individuals with autism and social communication problems. He is on the professional advisory board of Autism Today, ANSWER, YAI, the Kelberman Center and several other autism organizations. In addition, he writes, lectures, and provides training internationally on the topic of social skills training and managing challenging behaviors. He is an award winning author of 8 books, including *Social Skills Training for Children and Adolescents with Aspergers Syndrome and Social Communication Problems*; *Preparing for Life: The Complete Handbook for the Transition to Adulthood for Those with Autism and Aspergers Syndrome*; *The Social Skills Picture Book*; *Overcoming Anxiety in Children and Teens*; and *School Shadow Guidelines*. His work has also been featured on ABC World News, Nightline, the CBS Early Show, and the Discovery Health Channel. *Financial disclosure: Dr. Baker is employed by the Social Skills Training Project. He receives royalties from Future Horizons, and consulting and speaking fees. Non-financial disclosures: Dr. Baker is on the professional advisory board of Autism Today, ASPEN, ANSWER, YAI, the Kelberman Center and several other autism organizations. Full course description is on page 19.*



**Tracy Block-Zaretsky, BS** is the co-founder of the Dyslexia Training Institute. She has provided remediation for children and adults with dyslexia for the past 20 years and has developed and taught workplace and family literacy programs. She is a certified special education advocate assisting parents and children through the Individual Education Plan (IEP) and 504 Plan processes. She is a past President of the San Diego Branch of the International Dyslexia Association. Tracy has training in Structured Word Inquiry, the Orton-Gillingham approach, Lindamood-Bell programs, Read Naturally and a variety of reading and writing assessments. She co-created and produced *Dyslexia for a Day: A Simulation of Dyslexia*. *Financial disclosure: Tracy receives teaching and speaking fees from the Dyslexia Training Institute. There are no non-financial relationships to disclose. Full course description is on page 12.*



**Darlyne de Haan, EdD** is the founder of *Mad About Science*, a nonprofit organization making science more exciting and engaging for educators, parents, and students. Two separate platforms, *Neighborhood Science* and *Brain-Based Science*, help people understand the brain's impact on social-emotional development, instruction, and other learning issues that impact English Language Learners and other vulnerable populations. Her programs have been featured on WNET/PBS's Camp TV, NJ.com, and Latino Motion. She holds a Doctorate of Education in Organizational Leadership from Stockton University and Master's degrees in Education in Curriculum and Educational Leadership. She is a passionate advocate for changing the face of STEM to reflect the population. Dr. de Haan currently serves as the Director of Curriculum and Instruction for Math and Science for Bridgeton Public Schools, a large Title 1 District in New Jersey. She has served in a range of roles, including middle school vice principal, instructional specialist for the New Jersey Department of Education, supervisor of STEM curriculum, and as a forensic scientist and chemist. In 2022, she will join a cohort traveling to Singapore for the International Education Administrators (IEA) seminars, part of the prestigious Fulbright Administrator program for Fulbright Leaders for Global Schools. *Financial disclosure: Dr. de Haan is employed by Bridgeton Public Schools. She receives consulting and speaking fees. There are no non-financial relationships to disclose. Full course description is on page 8.*



**Lori Desautels, PhD** is an Assistant Professor at Butler University in Indianapolis, where she teaches undergraduate and graduate programs in the College of Education. In her prior role as Assistant Professor at Marian University, she founded the Educational Neuroscience Symposium, which provides educators, parents, and the community the tools to help students be successful and feel a sense of purpose and connection in their classrooms. Lori's passion is engaging students through the application of neuroscience as it applies to attachment, regulation, and educator brain state, and teaching students and staff about neuroanatomy, thus integrating Mind Brain Teaching learning principles and strategies into her coursework at Butler. Lori is co-author of the social and emotional competencies for the State of Indiana, published in January 2018. She also authored a series of articles for "Inside the School," an online publication providing strategies to administrators and educators. Lori continues her work in Pre-K classrooms and is currently co-teaching fifth grade, working with St. Mary's Early Childhood Center in Indianapolis. Lori has taught emotionally troubled students in the upper elementary grades, worked as a school counselor, a private practice counselor, and a co-owner of the Indianapolis Counseling Center. She was also a behavioral consultant for Methodist Hospital in Indianapolis on the adolescent psychiatric unit, where she learned that emotional and mental illness can be so challenging for youth, but the brain can repair and heal, and resilience rests at the core of human nature and our well-being. *Financial disclosure: Dr. Desautels is employed by Butler University and receives royalties from Wyatt-Mackenzie Publishing. There are no non-financial relationships to disclose. Full course description is on page 7.*



## 2022 Distinguished Faculty

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



**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 relationships to disclose. Full course descriptions are on pages 15 and 20.*



**Myron Dueck, MEd** During his 24 years of teaching and administration, Myron has developed numerous grading, assessment and reporting systems with his classes in which students have greater opportunity to show what they understand, adapt to feedback

and play a significant role in the reporting of their learning. Myron incorporates his practitioner and leadership experience as he shares his stories, tools and first-hand experiences with educators around the world. Recently his presentations have diverged to include global education trends and change. Myron's published work includes numerous journal articles and his bestselling book, *Grading Smarter, Not Harder— Assessment Strategies that Motivate Kids and Help Them Learn*. His second book, *Giving Students a Say! Smarter Assessment Practices to Empower and Engage* was released in January of 2021. Videos include a project based in his own school district, *Smarter Assessment in the Secondary Classroom* and *Ask Them*. Myron lives in Summerland, BC, Canada with his family and was serving as Vice-Principal, and teaching a class, for Summerland Secondary during the COVID pandemic. He has since been reinstated as Vice-Principal for Communicating Student Learning in his local school district – Okanagan- Skaha 67. *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 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. A full course description is on pages 16 and 21.*



**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 relationships to disclose. Full course description is on page 17.*

## 2022 Distinguished Faculty

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**Varleisha D. Gibbs, PhD, OTD, OTR/L, ASDCS**, is an occupational therapist and author with over 18 years of experience working with children and adolescents diagnosed with Autism Spectrum Disorder, sensory processing disorders, and neurological disorders. She is the vice president of practice engagement and capacity building at the American Occupational Therapy Association. Dr. Gibbs is the former scientific programs officer at the American Occupational Therapy Foundation. She also served as the inaugural chair and director of the master's programs in occupational therapy at Wesley College in Dover, DE, where she was a tenured associate professor. Prior to joining Wesley, Dr. Gibbs worked at the University of the Sciences in Philadelphia, PA, where she served as the director of the doctoral program in occupational therapy. Dr. Gibbs is an expert in the field of neurology, cognition, and pediatric therapeutic intervention. She lectures and provides training on sensory processing strategies and self-regulation to practitioners, parents, and teachers throughout the country and internationally. As co-author of *Raising Kids with Sensory Processing Disorders*, she has provided families with strategies to understand and care for their children. Dr. Gibbs is the developer of the self-regulation and mindfulness program and author of the best-selling *Self-Regulation and Mindfulness: Exercise and Worksheets for Sensory Processing Disorder, 85 Activities to Move Clients Toward Healing, Growth and Improved Functioning*. Dr. Gibbs is certified as an Autism Spectrum Disorder Clinical Specialist (ASDCS). *Financial Disclosure: Dr. Gibbs is employed by the American Occupational Therapy Association and Wesley College and receives speaking fees. She receives royalties from PESI, Inc. and Prufrock Publishing. There are no non-financial relationships to disclose. Full course description is on page 13.*



**Allison Posey, EdM** 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 the author of the books *Engage the Brain: How to Design for Learning That Taps Into the Power of Emotions* and *Unlearning: Change Your Beliefs and Practice With UDL*. *Financial disclosure: Ms. Posey is employed by CAST and owns Posey Consulting. She receives royalties, consulting and speaking fees. There are no non-financial relationships to disclose. Full course description is on page 18.*



**Kelli Sandman-Hurley, EdD** is the co-founder of the Dyslexia Training Institute. She has studied and taught the Orton-Gillingham and Structured Word Inquiry (SWI) approaches. She is a certified special education advocate and trains others how to advocate for students in the public education system. Dr. Kelli is also a Past President of the San Diego Branch of the International Dyslexia Association. She co-created and produced *Dyslexia for a Day: A Simulation of Dyslexia*, and she is a frequent speaker at conferences. She is the author of the well-received books, *Dyslexia Advocate! How to Advocate for a Child with Dyslexia within the Public Education System* and *Dyslexia and Spelling*, and *The Adult Side of Dyslexia*. Dr. Kelli has a doctorate in Education, a Masters in Linguistics and is TESOL certified. *Financial disclosure: Dr. Sandman-Hurley receives teaching and speaking fees from the Dyslexia Training Institute and she receives royalties from Jessica Kingsley Publishers. There are no non-financial relationships to disclose. 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 18.*

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**William White, PhD, EdS, MEd** hails from Fredericksburg, VA and received a PhD in early childhood special education at the University of Washington. William also 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/prelaw 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: Dr. 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 9.*



**Therese Willkomm, PhD, ATP** is currently the director of the New Hampshire statewide assistive technology program (ATinNH) with the Institute on Disability and a clinical associate professor at the University of New Hampshire. In addition, Dr. Willkomm is the coordinator of the graduate certificate in assistive technology program and the coordinator of the disability studies minor. Dr. Willkomm holds a PhD in rehabilitation science and technology. She has been engaged in providing and managing assistive technology services for over 28 years in the areas of home, school, and worksite modifications for persons with disabilities. She is known nationally and internationally as "The MacGyver of Assistive Technology" and for her work in rural rehabilitation technology. She has invented over 600 different Assistive Technology solutions, including 50 different iPad solutions for people with disabilities. Dr. Willkomm has presented in 38 states, five foreign countries, and three US territories and has authored 22 publications including her most recent books titled *Assistive Technology Solutions in Minutes - Book 2: Make A Difference Today* and *Book 3: Make Stuff, Love People*. *Financial disclosure: Dr. Willkomm is employed by the University of New Hampshire and she receives speaking fees. Non-financial: Dr. Willkomm's books are sold by the University of New Hampshire Institute on Disability. All proceeds are used to fund assistive technology devices with the New Hampshire statewide assistive technology program at the University of New Hampshire's Institute on Disability. A full course description is on page 11.*



## COURSE #1 FRIDAY, MAY 13, 2022

### Connections Over Compliance: Rewiring Our Perceptions of Discipline

Lori Desautels, PhD

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

**Target Age Range:** All ages

#### Course Description

Feeling frustrated and discouraged with disciplinary measures that don't seem effective? This session will present a different approach.

The developing brains of our children need to feel safe. Children who carry chronic behavioral challenges are often met with reactive and punitive practices that can potentially reactivate their developing stress response systems. In this session, we will explore brain development through an educator's lens. This new lens for discipline benefits all students by reaching for sustainable behavioral changes through brain state awareness, rather than compliance and obedience. We will learn how stress, trauma, and neurological differences can affect the way students

learn, behave, and perceive the world, addressing specific brain-aligned strategies that regulate our nervous systems and help us to connect with one another. We will begin to understand that traditional discipline works the best for kids that need it the least and works the least for kids who need it the most. When we are dysregulated, our brains do not respond to words, lectures, consequences, or rewards. Relational discipline is not something we do to children; it is something we want to create within them. This session will present scientifically-proven strategies to rewire our perceptions of discipline.

#### Learning Objectives

Describe how adversity and trauma affect the way we learn, behave, and perceive the world

Articulate specific brain-aligned strategies that regulate our nervous systems and help us to connect with one another

Explain why traditional discipline works the best for kids that need it the least and works the least for kids who need it the most

Describe how relational discipline can help us cultivate discipline within our students

#### Course #1 Schedule Friday, May 13, 2022

8:00-9:30	Introduction of Applied Educational Neuroscience; Pillar 1: Adult Brain and Body State	12:30-2:00	Pillar 3: Touchpoints
		2:00-2:30	Break
9:30-10:00	Break	2:30-4:00	Pillar 4: Teaching Children and Adults about their Brain and Body States
10:00-11:30	Pillar 2: Co-regulation	4:00-4:30	Course evaluation
11:30-12:30	Lunch		



## COURSE #2 FRIDAY, MAY 13, 2022

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

Darlyne de Haan, PhD

**Target Audience:** General Education Teachers, Special Education Teachers, Principals and Administrators, Occupational Therapists, Speech-Language Pathologists, Math Specialists, Resource Room Teachers, Private Tutors, Instructional Assistants, Paraprofessionals, Instructional Coaches, ELL Teacher

**Target Age Range:** K-12

#### Course Description

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

strategies to arouse students' curiosity and interest, how to counteract the negative effects of stress, boredom, and frustration, and to understand how it impacts memory. Attendees will walk away with knowledge on how to guide students to a more successful experience in school.

#### Learning Objectives

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

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

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

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

#### Course #2 Schedule Friday, May 13, 2022

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





### COURSE #3 FRIDAY, MAY 13, 2022

#### Fostering Equity in Special Education

William White, PhD

**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 #3 Schedule Friday, May 13, 2022

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	4:00-4:30	Course evaluation



## COURSE #4 FRIDAY, MAY 13, 2022

### Giving Students a Say - Smarter Assessment Practices to Empower and Engage

Myron Dueck, MEd

**Target Audience:** General Education Teachers, Special Education Teachers, Principals/Administrators, Occupational Therapists, Speech-Language Pathologists, Title 1 Teachers, Instructional Coaches, Professional Support Staff

**Target Age Range:** Grades 3-12

#### Course Description

For far too long, assessment is what we have done to students, not with them. Perhaps we could take a page from tactical teams and first responders. Navy SEALs practice 'Decentralized Command' – that every team member must understand not just what to do, but why they are doing it. Firefighters around the world are familiar with 'Span of Control', that in a complex and changing environment, a single leader cannot effectively manage more than about 7 people at one time.

If these principles are true for emergency situations, they likely spill over into learning environments. In fact, research suggests

the extent to which students perceive assessment to be authentic, formative for teachers and not reliant on external factors, the more they will engage in it. Other research suggests that student self-reporting is one of the powerful forces in education. Considering the potential power of student voice, this interactive presentation will focus on practical ways that we can invite students into the assessment realm as co-pilots rather than disinterested passengers.

#### Learning Objectives

Develop a clear mission statement, or 'elevator pitch' for including students in assessment

Provide students with clear learning objectives (based on standards), and how we can cocreate these documents with our students

help students understand and use performance assessments (rubrics)

Provide students with systems and structures to manage and understand personalized ongoing assessment (redos)

Examine how student-centered approaches to assessment require sensible grading decisions

Explore a variety of ways (both behaviourally and academically) by which students could self-assess

#### Course #4 Schedule Friday, May 13, 2022

8:00-9:30	Elevator Pitch and Clear Co-Created Targets	12:30-2:00	Making Sensible Grading Decisions to Encourage Student Involvement
9:30-10:00	Break		
10:00-11:30	Understanding Rubrics and Ongoing Assessment	2:00-2:30	Break
		2:30-4:00	Student Self-Reporting - the Why and How
11:30-12:30	Lunch	4:00-4:30	Course evaluation



## COURSE #5 FRIDAY, MAY 13, 2022

### Make Stuff And Love People: Assistive Technology Solutions to Make in Minutes

Therese Willkomm, PhD

**Target Audience:** General Education Teachers, Special Education Teachers, Speech-Language Pathologists, Occupational Therapists, Physical Therapists, Title 1 Teachers, Social Workers, Assistive Technology Specialists, Behavior Specialists, Autism Specialists, Transition Specialists, Case Managers, Instructional Assistants, Paraprofessionals, Instructional Coaches, Reading Specialists

**Target Age Range:** K-12

#### Course Description

Recent advances in low-cost tools, materials, and techniques continue to demonstrate that the assistive technology makers movement is very much alive and well. Thousands of “low-cost high touch” solutions can be made in five minutes or less to support students with disabilities in achieving educational success. This one-day workshop will discuss and demonstrate over 100 different solutions that can be made for reading,

writing, communicating, sensory and self-regulation, and life skills and transition. Explore over 50 different tools, materials, and techniques for quick solution creations.

#### Learning Objectives

Identify at least 20 different fabrication tools and materials for making hundreds of assistive technology devices

Identify at least 20 different fabrication tips and tricks for creating devices using specific tapes; adhesives; plastics; foams and fasteners for making AT devices

Identify at least 10 different solutions that can be specifically made related to each of the following categories: reading and writing; communication supports; life skills and transition; and sensory, relaxation, and self-regulation

Identify at least 10 different resources for finding specific tools, materials, and resources for making assistive technology

#### Course #5 Schedule Friday, May 13, 2022

8:00-9:30	Making Reading and Writing Solutions	12:30-2:00	Making Solutions Life Skills and Transition
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Making Communication Supports	2:30-4:00	Making Solutions for Sensory, Relaxation, and Self Regulation
11:30-12:30	Lunch	4:00-4:30	Course evaluation



**COURSE #6 SATURDAY, MAY 14, 2022**

**Defining Dyslexia and Understanding Appropriate Interventions**

Kelli Sandman-Hurley, EdD and Tracy Block-Zaretsky, BS, Dyslexia Training Institute

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

**Target Age Range:** K-21 years

**Course Description**

Attendees will participate in a simulation of dyslexia, which will lead to a discussion about the definition of dyslexia and dispelling common myths. Appropriate accommodations for students with dyslexia will be shared, and their importance to the success of students will be discussed. It will include a demonstration of two interventions that are known to be effective for students with dyslexia. Special attention will be paid to the structure of the

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

**Learning Objectives**

Define the term dyslexia and accurately list its symptoms

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

Describe at least two appropriate interventions for students with dyslexia

Describe the underlying structure of English orthography and how it can be used to improve instruction for students with dyslexia

Identify how spelling mistakes can be used as a form of assessment and how to use them to inform intervention

Describe how to implement interventions for students with dyslexia in the classroom

Describe at least three appropriate accommodations for students with dyslexia

**Course #6 Schedule Saturday, May 14, 2022**

8:00-9:30	Dyslexia Basics & Simulation	12:30-2:00	How intervention can look in a classroom
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Overview of Interventions & Linguistic Basics	2:30-4:00	Accommodations
11:30-12:30	Lunch	4:00-4:30	Course evaluation





**COURSE #7 SATURDAY, MAY 14, 2022**

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

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

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

**Target Age Range:** preK- Grade 8

**Course Description**

Clinicians, caregivers, and educational professionals need proven tools and techniques to address the needs of children living with trauma, Autism, ADHD, and Sensory Processing Disorders. Attend this course with sought after occupational therapist, Dr. Varleisha Gibbs PhD, OTR/L, ASDCS as she guides you on a journey. You will gain essential knowledge of the underlying neuroanatomical connections to help better select and develop appropriate interventions for children who display challenging behaviors, such as hyperactivity, aggressiveness, self-stimulatory, and inattentiveness. Dr. Gibbs uses virtual brain dissection and video case examples to support the techniques shared. She emphasizes the neurological connection to sensory strategies, including, mindfulness, activation of the Vagus nerve, rhythm and movement, and breathwork techniques from her Self-Regulation and Mindfulness Program and Trauma Treatment in ACTION

Approach. Attendees will gain the essential knowledge of the underlying neuroanatomical connections to help better select and develop appropriate interventions for children who display challenging behaviors, such as hyperactivity, aggressiveness, self-stimulatory, and inattentiveness. Through virtual brain dissection with video wet labs and video case examples, you will learn the neurological connection to the various sensory strategies, current treatment techniques, including mindfulness, activation of the Vagus nerve, music and movement, and respiratory-based techniques. We devote analysis of specific treatment techniques from The Self-Regulation and Mindfulness Program developed by Dr. Gibbs and recently developed Trauma Treatment in ACTION Approach. While the primary age target of this session is preK-Grade 8, practitioners working with any age group can benefit from knowledge of these structures and techniques.

**Learning Objectives**

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

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

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

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

**Course #7 Schedule Saturday, May 14, 2022**

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



**COURSE #8 SATURDAY, MAY 14, 2022**

**Tackling the Motivation Crisis: Six Intrinsic Motivators to Power Up Your Teaching**

Mike Anderson, MS

**Target Audience:** General Education Teachers, Special Education Teachers, Principals and Administrators, School Counselors, Speech-Language Pathologists, Occupational Therapists, Title 1 Teachers, Clinical Psychologists, School Psychologists, Instructional Assistants, Paraprofessionals, Instructional Coaches, Reading Specialists

**Target Age Range:** PreK-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 this 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 school-work. 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 (and dare I say provocative?) workshop, we’ll explore the question of motivation in great depth. We’ll explore six key intrinsic motivators that can help energize

students’ learning. We’ll also look at some common school practices (such as traditional grading, incentives, and praise) that are meant to motivate but which actually demotivate. We’ll also explore some practical and concrete strategies for teaching students how to self-manage and self-motivate when the going gets tough.

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. You will also gain access to an online bank of resources to support your ongoing learning and implementation.

**Learning Objectives**

Name six key intrinsic motivators and explain ways these connect with their teaching

Give examples of extrinsic motivators and explain why they may often diminish intrinsic motivation and dampen learning

Name several strategies for self-management and self-motivation that they could teach their students

Name several strategies for how to teach self-management and self-motivation skills as a part of everyday teaching and learning

**Course #8 Schedule Saturday, May 14, 2022**

8:00-9:30	Introductions, agenda, and goals; What is intrinsic motivation, and why is it so important?; Six key intrinsic motivators; A few high-impact strategies	12:30-2:00	What are some practical strategies of self-motivation and self-management that students need to know? How do we teach these skills and strategies to students?
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	What are extrinsic motivators, and why are they (often) so damaging? Where did token economy systems come from? How do we minimize damage done by extrinsic motivators?	2:30-4:00	Putting it all together; Workshop; Closing
11:30-12:30	Lunch	4:00-4:30	Course evaluation



**COURSE #9 SATURDAY, MAY 14, 2022**

**Creating Effective, Efficient, and Engaging IEP Meetings**

Lynne DeSousa, MS, School Psychologist

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

**Target Age Range:** K-12

**Course Description**

Far too often an IEP team meeting is reduced to legislated requirements with a special education teacher, coordinator, or school psychologist sitting behind a computer ticking off elements of the IEP that must be covered with limited engagement or contribution from the rest of the team. As a result, some may not feel heard, valued, or represented impacting the productivity of the meeting. Many variables contribute to this one-sided, lackluster experience including time constraints, relational barriers, perceived power differentials, and the reality that the responsibility for providing special education services specified in the IEP is in the hands of the school staff. This session will address each of these barriers and offer proactive solutions to shift the IEP from simply a mandatory evaluative process into a student-centered discussion with meaningful participation

from every member of the team. Participants will explore how family engagement contributes to educational success and why positive school climate is a critical first step to healthy and productive partnerships. Efficient and effective teaming practices that emphasize distributive shared leadership and data-based problem solving and decision-making will be shared.

Finally, participants will learn how to apply evidence-based meeting foundations to craft efficient and engaging IEP meetings that honor lived experiences and invite active participation to collaboratively build programs focusing on strengths, goals, and workable solutions.

**Learning Objectives**

Define family-school partnering and describe its relationship to academic success

Understand how to build positive school climate

Describe high impact strategies to engage families and build trusting relationships

Create protocols and procedures for teaming that increase effectiveness of school-level special education teams

Apply meeting foundations to construct efficient and engaging IEP meetings

**Course #9 Schedule Saturday, May 14, 2022**

8:00-9:30	Positive School Climate and Building Healthy, Trusting Relationships	12:30-2:00	Teaming Structures that Emphasize Shared Leadership and Data- Based Decision Making
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	High Impact Strategies for Family-School Partnering	2:30-4:00	Meeting Foundations and Action Planning
11:30-12:30	Lunch	4:00-4:30	Course evaluation



**COURSE #10 SATURDAY, MAY 14, 2022**

**Every Move Counts, Clicks and Chats: A Sensory-Based Approach to Communication and Assistive Technology - Part 1 of 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:** K-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 21)

**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 Saturday, May 14, 2022**

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





**COURSE #11 SUNDAY, MAY 15, 2022**

**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:** preK-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 #11 Schedule Saturday, May 14, 2022**

8:00-9:30	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		
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	2:00-2:30	Break
		2:30-4:00	Bridging strategies continued; strategies for strengthening internal self-regulation
		4:00=4:30	Course evaluation
11:30-12:30	Lunch		



**COURSE #12 SUNDAY, MAY 15, 2022**  
**Building Expert Learners with UDL**  
 Deborah Taub, PhD and Allison Posey, EdM

**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 #12 Schedule Saturday, May 14, 2022**

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		
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	2:00-2:30	Break
11:30-12:30	Lunch	2:30-4:00	What will I do Monday? Extending the implementation of UDL practices within instructional contexts of online, in-person, or hybrid
		4:00-4:30	Course evaluation



**COURSE #13 SUNDAY, MAY 15, 2022**

**Effective Social Skills Training for Autism: Improve Social Skills and Minimize Challenging Behavior**

Jed Baker, PhD

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

**Target Age Range:** preK to young adult

**Course Description**

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

skills into the natural setting and increase acceptance and tolerance from peers. Information will be imparted through lecture, interactive exercises, and video clips.

**Learning Objectives**

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

Describe how to choose effective strategies for teaching and generalizing skills

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

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

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

**Course #13 Schedule Sunday, May 15, 2022**

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



**COURSE #14 SUNDAY, MAY 15, 2022**

**The What, Why, and How of Tier 2 Behavioral Systems: Improving Social, Emotional, and Behavioral Outcomes**

Lynne DeSousa, MS, School Psychologist

**Target Audience:** General Education Teachers, Special Education Teachers, Principals and Administrators, School Counselors, Speech-Language Pathologists, School Psychologists, Social Workers, Occupational Therapists, Behavior Specialists, Case Managers, Instructional Coaches

**Target Age Range:** K-12

**Course Description**

Tier 2 behavioral systems support students who are not successful with Tier 1 supports alone. This layering of supports provides targeted or supplemental strategies that, along with Tier 1, prevents further habituation of undesired behaviors and improves social, emotional, behavioral outcomes. This session will explore core features of Tier 2, examining outcome and data systems necessary for successful identification and selection of interventions that match the students' needs. Evidence-based practices,

strategies and interventions at Tier 2 will be shared along with critical features that contribute to their success. Finally, participants will dive deeper into Check In/Check Out systems, structures, and effective implementation.

**Learning Objectives**

Recognize the core features of a Tier 2 Systems within a multi-tiered system of supports

Apply behavior theory and trauma-informed approaches when designing interventions

Examine how to select expected outcomes and how are goal statements formatted

Identify evidence-based interventions, practices, and supports at Tier 2

Describe how to identify data collection and progress monitoring procedures

Understand the importance of contextual relevance and selection considerations

Identify which systems and structures are needed to support Tier 2

Identify the systems and structures needed for seamless delivery of Check-In/Check-Out (CICO)

**Course #14 Schedule Sunday, May 15, 2022**

8:00-9:30	Components of a Tier 2 Systems within a multitiered system of supports	12:30-2:00	Considerations for contextual fit, effective implementation, and capacity as Tier 2 practices, interventions, and strategies are selected
9:30-10:00	Break		
10:00-11:30	The design of outcome and data systems to support efficient and effective Tier 2 social, emotional, and behavioral supports	2:00-2:30	Break
11:30-12:30	Lunch	2:30-4:00	How to implement an effective Check In/Check Out Program
		4:00-4:30	Course evaluation





**COURSE #15 SUNDAY, MAY 15, 2022**

**Every Move Counts, Clicks and Chats: A Sensory-Based Approach to Communication and Assistive Technology Part 2 of 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:** K-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 on page 16)

**Learning Objectives**

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

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

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

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

**Course #15 Schedule Sunday, May 15, 2022**

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)	12:30-2:00	The role of switches, CHATS Levels, and general discussion regarding matching voice output to COUNTS and CLICKS
8:30-9:30	COUNTS Level I – Response: strategies and case study and COUNTS Level II – Association: strategies and case study	2:00-2:30	Break
9:30-10:00	Break	2:30-4:00	Evaluation of effectiveness and Q&A
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	4:00-4:30	Course evaluation
11:30-12:30	Lunch		

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

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

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

**PURCHASE ORDERS:** Please visit [rehabseminars.org](http://rehabseminars.org) to register. Your purchase order does not need to be complete for you to register. Once your purchase order is complete please email to [info@rehabseminars.org](mailto:info@rehabseminars.org) or fax to (206) 749-9995.

**GROUP DISCOUNTS:** Registrations must be submitted together to receive the discounted rate. There is a \$30 per person discount for groups of 5 or more. Group discounts are only available to groups attending 2 or more days of the conference, not to single-day registrations. Registrations cannot be shared.

**TAX DEDUCTIBILITY:** Expenses incurred to maintain or improve your professional skills may be tax-deductible. Consult your tax advisor for details.

**REGISTRATION FUNDING:** Possible funding sources for course registration include government grants, parent-teacher organizations, and school improvement funds. Consult with your employer for state and federal funds available for tuition reimbursement. For tips to gain support from your employer to attend the conference, visit our website at [rehabseminars.org](http://rehabseminars.org).

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

**NAME CHANGES:** Registration sign-in sheets and certificates of course completion will be generated based on the name entered on your registration. Please make sure the information entered is correct. If a name change is required after registration is submitted, please email [info@rehabseminars.org](mailto:info@rehabseminars.org).

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

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

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

**PROGRAM CHANGES:** Rehab Seminars reserves the right to make necessary changes in speakers or schedules. Any speaker or scheduling change will be posted on our website at

[rehabseminars.org](http://rehabseminars.org) and attendees registered for that course will be notified by email.



**SPECIAL ARRANGEMENTS:**

If you require special arrangements, please call (206) 749-9995 at least 30 days prior to the conference.

**CONTINUING EDUCATION CREDITS:** Certificates of Course Completion will be provided to all participants upon completion of course requirements, enabling you to register your credit with the appropriate licensing boards or associations. You may apply for other accreditation using the procedure established by the specific organization. This program can be applied toward renewal for teachers in most states. Check with your state's licensing board or association to determine how to receive credit for this conference. This conference qualifies for 6.5 continuing education direct contact hours per day (up to 19.5 contact hours for the conference). Boards and associations do not allow credit for breaks or lunch. Save the conference program and certificate of course completion and contact your own board or organization for specific requirements. If your licensing board requires additional documentation from Rehab Seminars (provider), contact the CE Administrator at [ceadmin@rehabseminars.org](mailto:ceadmin@rehabseminars.org).

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

WWU Course Description: This course provides conference-based opportunities for practicing professionals to engage in learning about current research and treatment strategies on a variety of special education issues, including communication disorders. The courses are intended for the professional development of the conference attendee. The WWU credits may not be used as elective credits in a graduate degree program. Prerequisite: Entry level degree in professional area of specialization.

Credits: 2 (graduate level). Grade Mode: S/U. How to Register: Required materials are available online at [rehabseminars.org](http://rehabseminars.org). In order to earn WWU credits you must attend sessions and meet completion requirements for the entire three-day event and submit the completed written assignment, registration form, and course evaluations. Cost: \$105 for 2 college credits.

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





Rehab Seminars

**SPEECH-LANGUAGE PATHOLOGISTS:**

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

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

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

**WASHINGTON STATE OSPI CLOCK HOURS (CECHs):**

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

**OCCUPATIONAL THERAPISTS & OCCUPATIONAL THERAPY ASSISTANTS:**

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

**NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS:**

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

**AMERICAN PSYCHOLOGICAL ASSOCIATION:**

Rehab Seminars is approved by the American Psychological Association to sponsor continuing education for psychologists. Rehab Seminars maintains responsibility for this program and its content. Courses offered for APA credit : 1-3, 5-11, 13-15

**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: 1-3, 5-11, 13-15; Courses NOT offered for NBCC credit: 4, 12

**PHYSICAL THERAPY BOARD OF CALIFORNIA:**

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

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

All attendees must sign in in the morning and again in the afternoon, each day, in order to receive full credit. Attendees must participate in their courses and submit completed course evaluation forms at the end of each day. Participants seeking college credit or contact hours must complete the appropriate participant forms.

**CERTIFICATE OF COURSE COMPLETION:**

Certificates of course completion will be provided to attendees that meet the criteria of course completion. Your certificate will be emailed to your *email of record*. Attendees may contact Rehab Seminars if a replacement certificate is required. For those in partial attendance (arrive late or leave early), your certificate of course completion will reflect partial credit.

**CREDIT FOR TEACHERS:**

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

**WA TEACHER STEM CREDITS:**

The following course is available for STEM credit in WA state: #5

**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 13, 14, and 15, 2022

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

Visit our website at [rehabseminars.org](http://rehabseminars.org) to register online, or mail registration forms to: Rehab Seminars PO Box 2450, Vashon, WA 98070. phone (206) 749-9995, fax: (206) 749-9995. PURCHASE ORDERS are accepted. Please print legibly.

Name: \_\_\_\_\_  
First Middle Last

Street Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Day Phone: \_\_\_\_\_ Evening Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Position: \_\_\_\_\_ Employer/District: \_\_\_\_\_

Email: \_\_\_\_\_ 2nd Email: \_\_\_\_\_

(Email of Record: Required for confirmation)

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: FRIDAY, MAY 13, 2022

- Course #1** – Connections Over Compliance: Rewiring Our Perceptions of Discipline
- Course #2** – Teaching Students Who Struggle: Applying Brain-Based Learning Principles for Improved Efficacy
- Course #3** – Fostering Equity in Special Education
- Course #4** – Giving Students a Say - Smarter Assessment Practices to Empower and Engage
- Course #5** – Make Stuff And Love People: Assistive Technology Solutions to Make in Minutes

### DAY 2: SATURDAY, MAY 14, 2022

- Course #6** – Defining Dyslexia and Understanding Appropriate Interventions
- Course #7** – Self-Regulation in Children: Keeping the Body, Mind, and Emotions on Task in Children with Autism, ADHD or Sensory Disorders
- Course #8** – Tackling the Motivation Crisis: Six Intrinsic Motivators to Power Up Your Teaching
- Course #9** – Creating Effective, Efficient, and Engaging IEP Meetings
- Course #10** – Every Move Counts, Clicks and Chats: A Sensory-Based Approach to Communication and Assistive Technology - Part 1

### DAY 3: SUNDAY, MAY 15, 2022

- Course #11** – Interventions for Executive Function Difficulties: Changing the Brain to Change Behavior
- Course #12** – Building Expert Learners with UDL
- Course #13** – Effective Social Skills Training for Autism: Improve Social Skills and Minimize Challenging Behavior
- Course #14** – The What, Why, and How of Tier 2 Behavioral Systems: Improving Social, Emotional, and Behavioral Outcomes
- Course #15** – Every Move Counts, Clicks and Chats: A Sensory-Based Approach to Communication and Assistive Technology - Part 2

**FEE SUMMARY:**

**Check One**

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

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

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

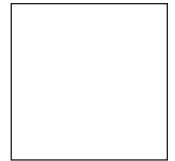
Group discount does not apply to one day registrations.

**TOTAL FEE:** \_\_\_\_\_

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

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

**Register at [rehabseminars.org](http://rehabseminars.org), or by phone, mail, or fax**



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

## 2022 GENERAL & SPECIAL EDUCATION CONFERENCE

*Circulate to:*

- General Education Teachers K-12,  
Special Education Teachers, Resource Room  
Teachers, ELL Teachers and Autism Specialists
- AAC and Assistive Technology Specialists
- Speech-Language Pathologists, Occupational  
Therapists and Physical Therapists
- School Psychologists, Behavior Specialists,  
Social Workers, Mental Health  
Professionals, & School Counselors
- Superintendents, Principals, Special Ed  
Directors, and Curriculum Specialists
- Paraprofessionals and Instructional Assistants

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Education Conference  
May 13, 14, & 15, 2022**

**Register online at:  
[www.rehabseminars.org](http://www.rehabseminars.org)**

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