

A Professional Continuing Education Event

2021 General & Special Education Conference

PRE-K THROUGH 21 YEARS

Live Virtual Event

Wednesday, Thursday, Friday | October 20-22, 2021

3 DAYS OF INTENSIVE FULL-DAY COURSES

Internationally Renowned Speakers and Researchers will present on topics including:

- Trauma-Informed Approaches
- Strategies for Challenging and Problem Behaviors
- Teaching Literacy with AAC
- Universal Design for Learning
- Technology Supports for Dyslexia
- Autism Supports
- Improving Student Outcomes



Western Washington
University Graduate
Credits

Professional
CE Hours:



ASHA CE
APPROVED PROVIDER



American
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Ensuring High Quality
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GENERAL & SPECIAL EDUCATION CONFERENCES

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Speech-Language-Hearing
Association



DAY ONE: WEDNESDAY, OCTOBER 20, 2021

Autism and Behavior

3-21 years

Course #1 –The Challenge of Challenging Behaviors! Understanding and Effectively Addressing the Behavioral Challenges of Students with Autism Spectrum Disorder

Susan K. Lewis Stokes, MA, CCC-SLP (pg 5)

Dyslexia Interventions & Technology

K-21 years

Course #2 – Integrated Technology Tools to Support Dyslexia and Other Language-Based Learning Disabilities

Sharon Plante, MA (pg 6)

DAY TWO: THURSDAY, OCTOBER 21, 2021

Challenging Behavior

K-10th Grade

Course #3 –The Behavior Code: Understanding and Teaching the Most Challenging Students

Nancy Rappaport, MD (pg 7)

Autism Supports

PreK-Young Adult

Course #4– Using “Cheat Sheets” to Promote Independence for Students with Autism

Patrick Mulick, MEd, BCBA (pg 8)

DAY THREE: FRIDAY, OCTOBER 22, 2021

Growing Resiliency

PreK-Grade 12

Course #5 – Teaching to Strengths: Supporting Students Living with Trauma, Violence, and Chronic Stress

Lourdes Alvarez-Ortiz, PhD (pg 9)

Literacy with AAC

All Ages

Course #6 – Putting It All Together! Developing Communication and Literacy for AAC Users

Maureen Castillo, MA, CCC-SLP (pg 10)

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:



Lourdes Alvarez-Ortiz, PhD is a highly accomplished bilingual/bicultural school psychologist with more than two decades of experience working in inner-city school districts serving culturally and linguistically diverse student and family populations. In addition to her expertise assessing and supporting students' social-emotional and academic growth, she has collaboratively led initiatives supporting teachers and administrators in their efforts to optimize students' potential, work successfully with families, and use culturally responsive practices. Working in partnership with public school districts, Dr. Alvarez-Ortiz successfully pioneered innovative education reform initiatives targeted at improving opportunities and outcomes for students, schools, and districts deemed at risk of failure. At the center of Dr. Alvarez-Ortiz's work is the relentless pursuit of students', families', educators', and communities' strengths that empower them to capitalize on their potential. *Financial Disclosure: Dr. Alvarez-Ortiz receives royalties from her publisher, ASCD, and consulting and speaking fees. There are no non-financial relationships to disclose. Full course description on page 9.*



Maureen Castillo, MA, CCC-SLP has been an Assistive Technology Specialist for Adams 12 Five Star Schools for the past 18 years. Prior to that, she was on the SWAAAC team for Littleton Public Schools for 11 years. She is an adjunct professor at the University of Colorado's Graduate program in Speech and Hearing Science, teaching "Augmentative and Alternative Communication: Theory and Use." Additionally, she is the owner of iTherapy, LLC, a private practice specializing in home-based augmentative communication therapy. Maureen has spoken at numerous state, national and international AAC conferences, including Closing the Gap, ISAAC (International Society for Augmentative and Alternative Communication), ATIA (Assistive Technology Industry Association), Courage to Risk, SWAAAC and the Metro Speech-Language Symposium. She published *TouchChat as a Literacy Support Tool* in the March 2015 edition of *Closing the Gap Solutions*. She teaches multiple professional development classes in her district, including the AAC Academy and AAC Classroom Connection. Maureen has been passionate about providing comprehensive language and literacy instruction to students using augmentative devices over her 30-year career as an SLP in public schools. *Financial disclosure: Maureen Castillo is in private practice and is the owner of iTherapy, LLC. She is employed by Adams 12 Five Star Schools and receives speaking and consulting fees. There are no nonfinancial relationships to disclose. Full course description on page 10.*



Patrick Mulick, MEd is a National Board-Certified Teacher, a Board-Certified Behavior Analyst, and a certified speaker, trainer, and coach with the John Maxwell Team. Patrick earned his Master's degree in special education and behavior analysis from Gonzaga University. While spending seven years educating students with disabilities, from pre-school to high school, Patrick developed a particular love for working with students with autism and behavioral challenges. Today, he works as an educational consultant and as the Autism Coordinator of the Auburn School District in Washington State. Patrick believes that in order for students to have access to a meaningful education all whom they encounter must be provided access themselves to ongoing supports that are effective and easy to implement. Patrick has committed his work to special needs learners through a hybrid of instruction and inspiration. His resources and strategies have helped simplify the complex, equipping teachers, administrators, therapists, para-educators, and bus drivers alike. *Financial disclosure: Patrick is employed by the Auburn School District, receives speaking fees, and fees (self-published) for The Ultimate Access Card, a visual support aid for students with disabilities. Nonfinancial: Patrick has a blog on best classroom practices and teacher supports. Full course description on page 8.*



Sharon Plante, MA, an educator with over 25 years of teaching experience in special education, currently serves as a teacher and Chief Technology Integrator at The Southport School. As a classroom educator certified Orton-Gillingham tutor, she uses her training and understanding of technology to empower students with learning disabilities. Sharon is the co-author of *Using Technology to Engage Students with Learning Disabilities*, which highlights the incorporation of technology through the Universal Design Model to reach all learners. She has presented at the International Dyslexia Association, The Dyslexia Foundation, Northeast Association of Learning Specialists, ATIA, Spotlight on Dyslexia, and Pennsylvania Department of Education. Sharon is a member of the Connecticut Association of Independent Schools Commission on School Growth and Collaboration. Additionally, she was awarded the 2016 Distinguished Alumni Award from George Mason University College of Education and Human Development. *Financial disclosure: Ms. Plante is employed by The Southport School, receives speaking and consulting fees, and receives royalties from Corwin. There are no non-financial relationships to disclose. Full course description on page 6.*



Nancy Rappaport, MD is part-time Associate Professor of Psychiatry at Harvard Medical School and is a consulting Child and Adolescent Psychiatrist at Harvard teaching affiliate Cambridge Health Alliance with a focus on serving youth, families and staff in public schools. Her research, teaching, and clinical expertise focus on the collaboration between education and psychiatry. She has worked in school-based health centers in urban schools for over twenty years. Nancy recently received Cambridge Health Alliance's 2013 Art of Healing Award. She is the author of *In Her Wake: A Child Psychiatrist Explores the Mystery of Her Mother's Suicide* and *The Behavior Code: A Practical Guide to Understanding and Teaching the Most Challenging Students*, written with behavioral analyst Jessica Minahan. Dr. Rappaport has designed numerous courses for teachers on psychopharmacology, adolescent development, and instructional strategies for disruptive students. She has worked at the national level with the American Academy of Child and Adolescent Psychiatry. With several publications in peer-reviewed journals and multiple invited presentations, she is often called upon for her expertise at both the local and national level. She received the American Academy of Child and Adolescent Psychiatry's Sidney Berman Award for the School-Based Study and Treatment of Learning Disorders and Mental Illness in 2012. *Financial disclosure: Dr. Rappaport receives compensation from the Psychiatry, Division of Child and Adolescent Psychiatry, Cambridge Health Alliance and she receives royalties from Harvard Education Press for her publications. There are no nonfinancial relationships to disclose. Full course description on page 7.*



Susan Lewis Stokes, MA, CCC-SLP has specialized for over 30 years in the area of autism spectrum disorder as a speech/language pathologist and an autism consultant. She frequently provides trainings and student support to various groups and school districts across the United States, Canada, and Mexico. Susan shares practical, evidence-based resources and strategies related to all aspects of ASD, with a specific focus on the use of various modes of technology that function as Positive Behavioral Intervention and Supports to increase independent functioning in all skill areas. *Financial disclosure: Ms. Lewis Stokes receives consulting and speaking fees. There are no non-financial relationships to disclose. Full course description on page 5.*



COURSE #1 WEDNESDAY, OCTOBER 20, 2021

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

Susan Lewis Stokes, MA, CCC-SLP

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, Title 1 Teachers, Reading Specialists, Psychologists, 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: 3 years - 21 years

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

student behavioral change will be shared during this training.

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

Learning Objectives

- Define the function of behaviors in students with ASD in relation to the neurological features and characteristics of ASD
- Describe the behavioral impact of three core characteristics of ASD
- Describe a system for identifying the source of challenging behaviors in relation to the features and characteristics of ASD and identify subsequent evidence-based practices as positive behavioral interventions and supports to foster positive student behavioral change
- Describe two web-based evidence-based practice resources specific to students with ASD
- Describe two evidence-based practices used as positive behavioral intervention and supports to reduce the occurrence of challenging behaviors for students with ASD
- Describe three ways to incorporate evidence-based practices for specific students as positive behavioral intervention and supports to reduce the occurrence of challenging behaviors for students with ASD

Course #1 Schedule Wednesday, October 20, 2021

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



COURSE #2 WEDNESDAY, OCTOBER 20, 2021

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

Sharon Plante, MA

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

Target Age Range: Kindergarten - 21 years

Course Description:

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

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

Learning Objectives

- Identify the three principles of Universal Design for Learning (UDL)
- Describe assistive and educational technology tools for instruction, remediation, and accommodations across curricular areas of reading, writing, and math
- Articulate alternate and innovative ways to engage students in learning through educational technology
- Describe technologies that support students’ independence in accessing materials and information, as well as the alternative tools for demonstrating what they know, with considerations for UDL

Course #2 Schedule Wednesday, October 20, 2021

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



COURSE #3 THURSDAY, OCTOBER 21, 2021

The Behavior Code: Understanding and Teaching the Most Challenging Students

Nancy Rappaport, MD

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

Target Age Range: Kindergarten - Grade 12

Course Description: This interactive workshop will teach participants about classroom interventions and building resilience for students who have anxiety, depression, or oppositional behavior and who may be explosive, as well as those who have experienced trauma (including the impacts of the pandemic). The morning session will introduce participants to the FAIR Plan method of understanding and improving behavior in challenging students, which looks at the function of the behavior, accommodations, interventions, and response to the behavior. The impact of trauma will also be addressed, and many tools and concrete strategies will be introduced with an emphasis on helping students feel safe to accelerate learning; and strategies for working together

with challenging parents to support their students and build better working relationships. Participants will work together on case studies using the information presented in order to deepen their understanding. In the afternoon, following a discussion of understanding and working with depressed students, including those who may be suicidal, the workshop will conclude with a discussion of how we can build resilience in both our students and ourselves. Handouts will include a detailed reference list for further reading on topics covered throughout the day. This workshop will provide the information, skills, and concrete strategies that educators need to make a crucial difference for students with challenging behavior.

Learning Objectives

- Use strategies that enhance relationships with students with challenging behavior as a life-saving connection and address underlying skill deficits
- List the elements of a FAIR behavior plan
- Describe why traditional behavior plans of reward and consequences often do not work for students with challenging behavior such as anxiety and oppositional behavior
- Describe strategies for collaborating with parents, including those who may be disengaged or angry, to build an alliance and give concrete suggestions to help students with challenging behavior
- List signs and symptoms of depression in children and adolescents
- Identify steps to take when concerned a student may be suicidal
- Describe strategies for reintegrating students at school following a hospitalization
- Describe strategies for building resilience in students
Identify tools for building resilience in self and in fellow educators

Course #3 Schedule Thursday, October 21, 2021

8:00-9:30	Understanding and teaching the most challenging students	12:30-2:00	Keeping kids alive: working with depressed kids and families
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Working with challenging students...and challenging parents	2:30-4:00	Building resilience
11:30-12:30	Lunch	4:00	Course evaluation



COURSE #4 THURSDAY, OCTOBER 21, 2021

Using Cheat Sheets to Promote Independence for Students with Autism

Patrick Mulick, MEd, BCBA

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

Target Age Range: PreK-Young Adult

Course Description: Despite the best efforts of schools, there are limited opportunities for some students with autism as they grow into adulthood because of their inability to function independently. This deficit is often a result of staff unknowingly helping too much and not creating a path by which the individuals could better function on their own. This highly interactive workshop explores research-based strategies, school systems, and innovative tools

to enhance independence and remove limits to student potential. Having been a teacher himself, Patrick speaks directly to the practical in-classroom application of these strategies for school teams. For each strategy discussed, a user-friendly cheat sheet is provided. Participants will leave inspired and equipped to help their students do more with less.

Learning Objectives

- Describe the detrimental effects of adult proximity for students with disabilities
- Understand how autism impacts a student’s ability to be independent
- Identify how and when to use visual supports to enhance independence
- Identify the different levels of prompting and when to use them
- Understand why school over-reliance on paraprofessionals is a concern
- Understand how to utilize an Independence Plan
- Identify at least three ways that teachers and paraprofessionals can work together more effectively
- Identify language to avoid when discussing student independence

Course #4 Schedule Thursday, October 21, 2021

8:00-9:30	Setting the stage to create more independent learners	12:30-2:00	School systems to promote independence
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Effectively utilizing the prompt hierarchy across the day	2:30-4:00	The collaboration and teaming needed for success
11:30-12:30	Lunch	4:00	Course evaluation



COURSE #5 FRIDAY, OCTOBER 22, 2021

Teaching to Strengths: Supporting Students Living with Trauma, Violence, and Chronic Stress

Lourdes Alvarez-Ortiz, PhD

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

Course Description: Nearly half of the total student population in the U.S. has experienced some type of adversity in the form of trauma, violence, or chronic stress. This startling statistic has been further exacerbated by the coronavirus pandemic and ongoing inequities. Educators are seeking ways to effectively support these students. In contrast to looking at what is “missing” in the lives of these

students and their families, this interactive workshop will emphasize the urgent need for evidence-based teaching, relational, and leadership practices that focus on the many assets these students and their families possess and how to create a strengths-based learning environment.

Learning Objectives

- Recognize the urgency of using a strengths-based approach with students living with adversity
- Describe the science behind toxic stress and its impact on learning
- Identify the principles of a strengths-based approach
- Apply the principles of a strengths-based approach
- Practice identifying strengths in ourselves and our students living with adversity
- Identify the four pillars of strengths-based relationships
- Describe four critical practices that foster a strengths-based learning environment for our students living with adversity
- Identify strategies and resources to begin implementing these instructional and relational practices
- Apply strengths-based approach with students' caregivers living with adversity
- Describe the use of partnership meetings to learn about and identify caregivers' strengths
- Create an action plan for adopting a strengths-based approach when educating students and serving families living with adversity

Course #5 Schedule Friday, October 22, 2021

8:00-9:30	The urgent call for using a strengths-based approach in our schools – a theory of change	12:30-2:00	Essential instructional and relational practices for teaching students living with adversity
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Identifying and cultivating strengths; Embedding the four pillars into our interactions with students living with adversity	2:30-4:00	Adopting a strengths-based approach with students and families living with adversity
11:30-12:30	Lunch	4:00	Course evaluation



COURSE #6 FRIDAY, OCTOBER 22, 2021

Putting It All Together! Developing Communication and Literacy for AAC Users

Maureen C. Castillo, MA, CCC-SLP

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-Grade 8

Course Description: You funded the device, you understand core and language-aided input, but now are feeling overwhelmed with providing support for all aspects of communication, including listening, talking, reading and writing! Does this sound familiar? This course will look at an AAC user's school day and demonstrate strategies for implementation. Using baseline data, participants will use an anchor book as a basis for teaching literacy - reading and writing for a variety of purposes and ways to differentiate instruction for diverse learners in one group. Participants will focus on five essential components of

literacy instruction: shared reading, independent reading, shared writing, and independent writing, as well as working with letters and words. Extension activities will be explored, such as pen pals, centers, writing journals, smart boards, and more to guide you in "Putting it all Together"! This is an intermediate-level presentation for staff with some knowledge of AAC, core words, and language-aided input. The focus will be on providing literacy instruction to students with complex communication needs in a school setting.

Learning Objectives

- Identify roadblocks to successful literacy intervention
- Identify ways to collect baseline data to plan instruction
- Select text with a core word focus as an anchor book
- Develop and anchor-read-apply lesson for a given book
- Teach story elements as a strategy for comprehension
- Use predictable chart writing as a tool
- Develop three extension activities to support literacy target
- Develop an action plan which embeds all 5 essential components of literacy instruction
- Develop an action plan which embeds the five essential components of literacy instruction for emerging communicators

Course #6 Schedule Friday, October 22, 2021

8:00-9:30	How did we get here? Identifying the challenges in teaching literacy to AAC Users to include data collection	12:30-2:00	Writing Interventions to include independent and shared writing as well as pen pal extension activity and embedding story elements
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Reading Interventions to include shared reading and independent reading as well as working with letters and sounds	2:30-4:00	Social connections, extension activities and lessons with action plans
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. WWU operates on the quarter system. 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 are courses # 1, 3, and 5.**

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.

NATIONAL BOARD OF CERTIFIED 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 are courses # 1, 3, 4, and 5.**

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 October 20, 21, and 22, 2021

Please provide a registration form for each person attending.

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

Name: _____

First
Middle
Last

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

Day Phone: _____ Evening Phone: _____ Fax: _____

Position: _____ Employer/District: _____

Email: _____ 2nd Email: _____
(Email of Record: Required for confirmation)

Payment Type: Check Visa MasterCard Purchase Order #: _____

Credit Card Number: _____

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

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

CHOOSE YOUR COURSES. Please choose **ONE** course for **each day** you attend.
 You may switch courses or attend multiple sessions if seats are available. ALL courses are held from 8:00 AM to 4:00 PM.

DAY 1: WEDNESDAY, OCTOBER 20, 2021	DAY 2: THURSDAY, OCTOBER 21, 2021	DAY 3: FRIDAY, OCTOBER 22, 2021
<input type="checkbox"/> Course #1 - The Challenge of Challenging Behaviors! Understanding and Effectively Addressing the Behavioral Challenges of Students with Autism Spectrum Disorder <input type="checkbox"/> Course #2 - Integrated Technology Tools to Support Dyslexia and Other Language-Based Learning Disabilities	<input type="checkbox"/> Course #3 - The Behavior Code: Understanding and Teaching the Most Challenging Students <input type="checkbox"/> Course #4 - Using "Cheat Sheets" to Promote Independence for Students with Autism	<input type="checkbox"/> Course #5 - Teaching to Strengths: Supporting Students Living with Trauma, Violence, and Chronic Stress <input type="checkbox"/> Course #6 - Putting It All Together! Developing Communication and Literacy for AAC Users

FEE SUMMARY:	Registration Fee Through October 12, 2021	Registration Fee After October 12, 2021
Check One		
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.

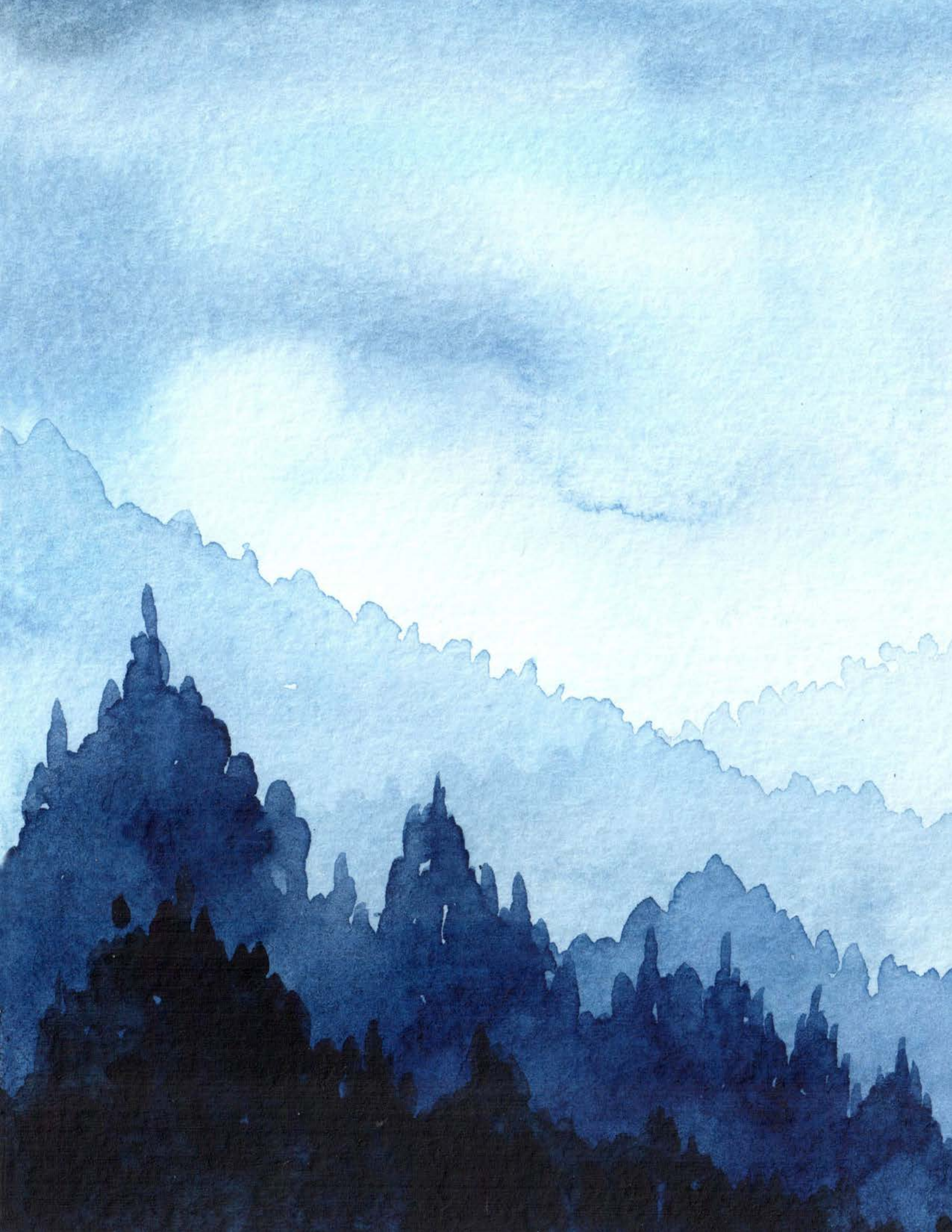
TOTAL FEE: _____

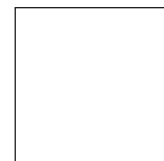
Registration less a 20% processing fee is refundable if cancellation occurs more than 30 days before conference start date.
 No refunds for cancellations 30 days or fewer before conference start date. Substitutions are always welcome.

COMING MAY 2022:
SEATTLE AREA GENERAL & SPECIAL
EDUCATION CONFERENCE



REGISTRATION OPENS FEBRUARY
2022





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

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Education Conference
October 20, 21 & 22, 2021**

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

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